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This pamphlet contains a review of books on higher education that were published in 1968. The publications are organized under 10 headings: educational policy and polemics, students, types of institutions, administration, curriculum, teaching and teaching techniques, public policy, history, guides and reference works, and "A Little of This, a Little of That," which covers a miscellaneous group of books. An index of authors and titles is also included in the pamphlet. (WM)

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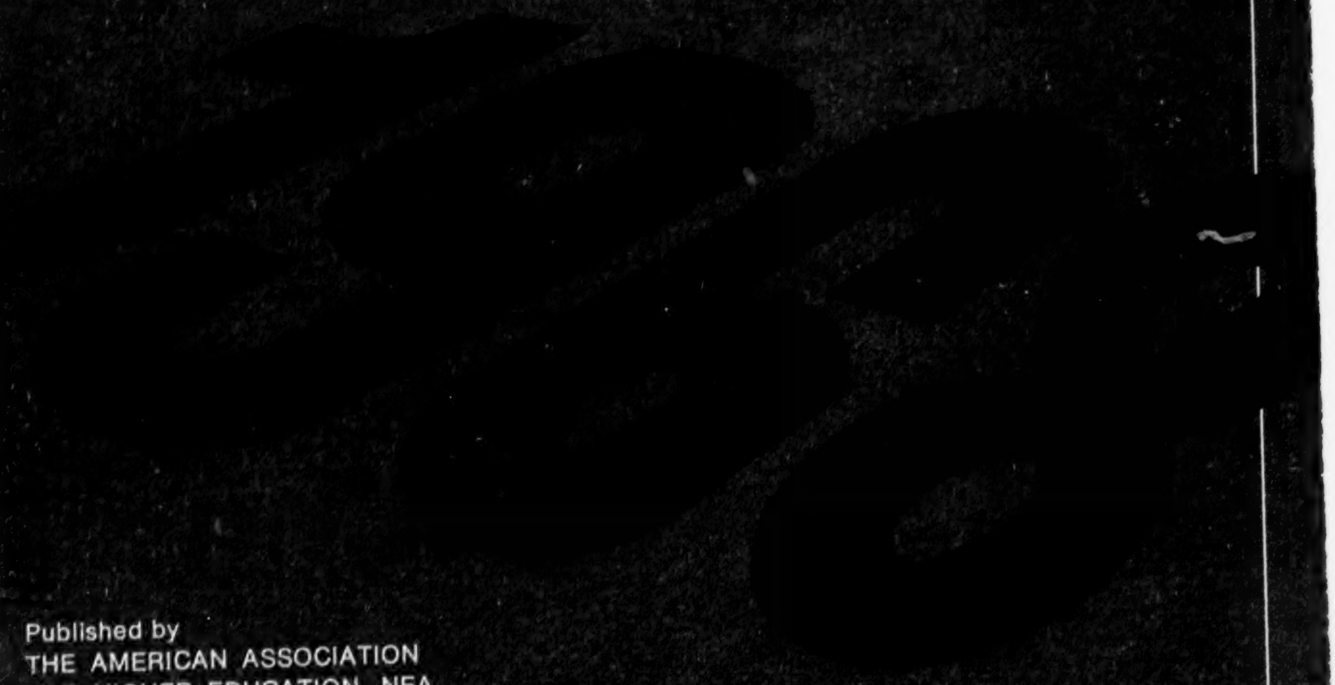
The Literature of Higher Education

Lewis B. Mayhew



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LITERATURE OF
HIGHER EDUCATION, 1968

Lewis B. Mayhew
Professor of Higher Education
Stanford University

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INTRODUCTION

The literature about higher education for the year 1968 reflects unusual extremes of quality. Christopher Jencks, David Riesman, Joseph Katz, and Paul Dressel produced works which, if not definitive, will still be fundamental documents for years to come and set standards of excellence which ought to characterize this growing field. But the galaxy also reveals many fallen stars. There were too many stale reproductions of ideas, perhaps fresh once, but which have since become the litany of an unwarranted orthodoxy. These range from Max Rafferty's fulminations to Robert M. Hutchins' beautifully styled expressions first given currency in the 1930's and repeated periodically ever since.

Nonetheless, it was a reasonably good year. Empirical studies finally are beginning to appear with sufficient volume to enrich the fabric of evidence upon which policy can be based; thoughtful men have begun to debate national science policy; and even the curriculum received a little systematic treatment.

Classifications of books are always difficult, but in 1968 the task was more severe than usual partly because of the number of edited volumes containing material appropriate to many or even all of the categories. But what would the academic world be without categories? So at the risk of considerable distortion, the books have been organized under ten headings—or, if you prefer, nine headings and an escape hatch.

Educational Policy or Polemics

These books reveal perhaps more clearly than could any other evidence the struggle of American higher education to be systematic yet to continue to value pluralism and diversity.

Almost as a keynote is the volume edited by **Charles G. Dobbins** and **Calvin B. T. Lee,** *Whose Goals for American Higher Education?*, Washington, American Council on Education, 1968 ($6.00). For the most part, the papers in this book were prepared for or delivered at the 50th Anniversary Meeting of the American Council on Education, in Washington, October 11, 1967. They are generally organized with major working papers on a number of topics presented first, followed by several papers reacting to them.

The organization clearly reveals the issues which tend to divide those working in higher education. Thus, Calvin B. T. Lee can argue that the university should assume a role as critic in addition to its more traditional roles of teacher, renderer of service, and provider of research But others point out the dangers in such a role, particularly if the institution begins to criticize in political areas. Philip Werdell, taking what might be called a mental health approach, argues that an individual's personal development should be the prime educational goal, and that the way curricula are organized should be radically reformulated. His ideas clearly stimulated the academic side of the commentators—so much so, that even a college president having come out of student personnel work could question whether self-direction is appropriately a major end of education.

Lyle Spencer calls for major research efforts in the social and behavioral sciences to solve the truly vexing issues facing society, while his commentators question whether the social sciences are prepared to solve such questions, whether it is not just possible that poetic or polemical analyses of social conditions might be more effective than accumulated research evidence. Still another speaker argued that the university had become a major device for direct social action, and his respondent suggested that involvement in social action could very likely distort institutions from their legitimate issues. On the issue of who governs or decides, sharp disagreement was generated by a paper suggesting almost complete faculty autonomy, with the presidential respondents taking heated exception. The one person experienced as a chancellor of a state system of higher education obviously took the political route when he urged that all constituencies have major roles to play in governance.

As a resource of specific information about higher education, this volume falls short of the standards set in the previous three years' collections of papers. However, as a historical document indicative of the several directions which are now open to higher education, and as a dramatic indication of how people are at this point divided, it has considerable merit.

Ultimately, of course, the issue is over whose goals must be resolved, and this book can help thinking about this matter.

The answers to some of the questions about goals are suggested by **Robert M. Hutchins** in *The Learning Society*, New York, Frederick A. Praeger, 1968 ($4.50). In this, his most recent book, Hutchins again argues the thesis that a liberal theoretical education is the only one worth having and that the purpose of education should be the cultivation of humanity. He argues, and in this book tries to demonstrate, that the case for practical education, far from being established, can almost be discredited. The notion that economic development and educational development are positive correlates is exploded by the recent history of Brazil and the 18th century history of Japan. He once again raises the question as to why the United States, where it is relatively easy for people to obtain jobs, should spend so much time on vocational training.

He feels that as the world moves into the twenty-first century, education may yet come into its own as the only way man can achieve his humanity. He is not sanguine that this will happen, but feels that leisure, affluence, and need make it possible.

Generally one can agree in theory with what Hutchins wants but the details are as bothersome as they were thirty years ago. Aristotle's notions of human motivation have yet to be established. One could only wish that Hutchins would go into the schools of the central city to validate his views on the existence of a will to learn.

The Olympian Hutchins stands in stark contrast to the California Superintendent of Education, whose political agility may be developed but whose thoughts about education and style of expression are not. **Max Rafferty** has prepared a series of scarcely literate polemics in *Max Rafferty on Education*, New York, the Devin Adair Company, 1968 ($5.95). In this, Rafferty airs his by now well-known hates, ranging from life-adjustment education through look-see systems of teaching reading to Supreme Court rulings preventing prescribed prayers in schools. Throughout the book Rafferty urges what he chooses to believe is an old-time and worthwhile morality. He would like to see Latin restored, heavier doses of homework imposed, athletics and God stressed, and, above all, his own brand of patriotism, which includes reminding the young about their responsibility to serve their country in the military forces—a strange stand in view of the by now well-reported attempt which he made in World War II to avoid the draft on the ground that he was flat-footed.

Rafferty is not particularly careful about facts. For example, he describes how the dean of women at one university was fired after she had some problems with English professors. The actual fact is that she resigned rather than place the president of the university in an untenable or at least difficult position. Throughout the book Rafferty uses analogy and doesn't seem to recognize that academic grades, for example, are not really the same as a pay check. It is strange, in view of Rafferty's own training as an educationist, that he should loose so many thunderbolts on teacher preparation. The primary value of this book is that it does serve as a historical document, indicating just how silly aberrant forms of right-wing conservatism can be and still be politically potent.

Anyone who likes homiletic literature will be charmed by **John W.**

Gardner's *No Easy Victories,* edited by Helen Rowan, New York, Harper and Row, 1968 ($4.95). Although his language is urbane, his phrasing tight, and his subjects sophisticated, Gardner still appears as a new Calvinist (or Stoic—one can't be sure) telling us that in an imperfect world, the struggle for perfectibility is still the only behavior worthy of man.

Gardner and his coeditor have selected long and short passages from his speeches and papers, prepared for the most part since 1965, and strung them together in a series of chapters which extol the tough-minded problem-solver as a self-renewing human being. The theme of the book is that America is in trouble, but that all societies are always in trouble. If America emphasizes its most profound values and its people use their human capacity to work, the troubles can be overcome. Otherwise America could go the way of all nonresponding civilizations.

Gardner is presented both at his best and worst. In sparse terms he can expose a whole complex of issues: "Considering our traditions of local control, it is surprising to find that the schools have been in some respects quite insulated from the surrounding community." But he also can be guilty of sheer exhortation worthy of a stump preacher: "We need a sense of identity, enduring emotional ties to others, a vision of what is worth striving for."

On balance, however, more of the good than the bad prevails. It takes about an hour and a half to read the book the first time. Its greatest value will no doubt come in the speeches which lie ahead—speeches loaded with the phrase, "As John Gardner has so aptly put it. . . ."

Paul Woodring has written *The Higher Learning in America: A Reassessment,* New York, McGraw-Hill Book Company, 1968 ($6.95). In it Woodring reveals himself to be a perceptive observer of higher education and the book for the most part rings true when compared with other panoramic views of the enterprise. However, his treatment is flawed throughout either by lack of attention to detail or a tendency overly to generalize without recourse to available evidence. It was, for example, the Danforth Foundation which sponsored the study of church-related colleges and not the American Council on Education, although the Council did publish the resulting report. And the California system by law enrolls a higher aptitude student body than Woodring suggests. It is with such phrases as "Most state college students come from families of modest incomes" or "Public two-year colleges charge no part of tuition costs to students" that one can more seriously quarrel with the author. On both points evidence to the contrary is available. Then, too, one wonders how Woodring knows that the student who lives at home misses a great deal. Or, how he knows that the atomic bomb underlies the thinking of the young, particularly when he says that young people seldom mention the bomb. In view of the fairly extensive literature about the radical left, Woodring's discussion seems overly simplified and biased toward his own point of view.

These flaws are specifically mentioned because otherwise the book would have been a worthwhile contribution to the literature of higher education designed for a lay audience. It seems obvious that the professional audience already knows everything Professor Woodring put into his book.

Henry Steele Commager in *The Commonwealth of Learning,* New York, Harper and Row, 1968 ($6.95), presents under one title a series of speeches and articles he has contributed over the past ten years to an understanding of American education. The first part of the book is devoted to essays about secondary schools and the second part to higher education. In the latter he comments on such things as American scholarship (which he feels is properly practical and pragmatic in character), the virtues of the small college, and the need for the small college to free itself from the influence of the university or technical school so that it can once again attend to its functions of disciplining the mind, character, and body of students. In connection with the problem of numbers, he feels that greater reliance on independent study and independent reading might make more staff time available to handle large numbers of students and open opportunities for an institution which truly wishes to exploit its urban situation.

Professor Commager is at his best in such essays as "The American Scholar Revisited," in which he can bring to bear his deep knowledge of the American intellectual tradition. He seems on much shakier ground when he talks about the restoration of the vitality of the small college, for he doesn't seem to realize that all liberal arts colleges don't have the financial resources that Amherst does. Nor does he seem to have delved deeply enough into the economics of the tuition issue to make his stand defensible. His oversimplified solution is to return to the Public Law 346 and Public Law 16 technique (GI Bill of Rights). Throughout the essays several topics are treated again and again. For example, he clearly doesn't like big-time football, and apparently hopes a miracle will make it go away.

Normally, collections of essays cannot be recommended for wide readership, but these somehow are different. While one can quarrel with the naiveté of the author about some matters, his central concerns come through so clearly and consistently that the total book reflects a voice worth hearing, particularly in the concluding essays, in which he attempts to deal with the complex notion of academic freedom.

Philip H. Coombs has written *The World Educational Crisis,* New York, Oxford University Press, 1968 ($6.00), which contains one of the working papers prepared for the Williamsburg International Conference on Education and some strategy suggestions which derived from that conference. Mr. Coombs believes that there is a worldwide crisis brought about through the operation of several forces. The overpowering rise in demand for more education has produced a student flood, but resources to cope with this flood have been and are severely limited. Although the resources have been marshalled to an unprecedented extent, the supply of teachers, buildings, equipment, and textbooks has still lagged well behind. Part of this is attributable to rising costs. A further contributing force is that nations, particularly developing nations, have increased their output in what often turns out to be the wrong field. Certain Oriental nations, for example, produce more lawyers than does the United States. And lastly, because of the cultural lag which characterizes education, old systems of administration, teaching and the like are still being employed when revolutionary new approaches are necessary.

To cope with this crisis there must be a strategy that focuses on the relationships of things and stresses innovation. Education seems in need of the kind of innovation which brought about the agricultural revolution in the fading years of the 19th century. Out of innovation should come modernization of educational management, teachers, and the learning process. The author believes that technology has produced enough new devices and if they were properly utilized, educational problems, even the more vexing, could be solved. But his caveat that his book is analytical and diagnostic rather than prescriptive is well warranted. The earlier portion, analyzing with considerable data the nature of the increases in enrollments, the kinds of outputs and the like, is most helpful. The latter sections seem more hopeful than helpful.

Edward Gross and **Paul V. Grambsch** discuss *University Goals and Academic Power*, Washington, American Council on Education, 1968, and report on a questionnaire study as to what goals are valuable and stressed in the major universities in the United States. While the findings are not particularly surprising, they are nonetheless disillusioning because they document so accurately what can be seen on every side. According to the respondents, the top goals of American universities are to protect the faculty's right to academic freedom, to increase or maintain the prestige of the university, to maintain top quality in those programs felt to be especially important, to insure the continued confidence and hence support of those who provide a large part of the finances and other material resources needed by the university, to keep up to date and responsive, to train students in methods of scholarship and scientific research, and to carry on pure research. "Apparently the current complaint that universities give little attention to the interests of students has considerable basis in fact." There is, however, a little evidence that a number of faculty members and deans included in the study would like to see the colleges and universities pay more attention to cultivating the students' intellect and educating the whole student.

In the analysis, several other questions were posed and answered. Is there a substantial discrepancy between faculty and administrative judgments of perceived and preferred goals at individual institutions? There appeared to be none. Do high-prestige and low-prestige universities differ? The answer is that they did, with high-prestige institutions manifesting an elitist pattern of perceived goals and low-prestige institutions emphasizing more service-related goals. Contrary to popular conception both faculty and administrators believed that administrators are the people who make the big decisions in the university rather than boards and faculty members.

Howard Adelman and **Dennis Lee** have edited *The University Game*, Anansi, Toronto, 1968, which turns out to be a vitriolic commentary on the contemporary university. It begins with a hypothetical day in the life of a professor sought after by students but resisting them and moves on to criticize the impersonality of the university and the basic banality of university life. Says one of the contributors: "What I came to in that English seminar in the fall of '63 was the simple recognition that this class with its shallow, irrelevant busy work was the university. The service of education, the inessentials of education, travesty of education was what the university was all about. I could get on with what I really cared about or not get on with it. That was my business. But what the university cared about and insisted on and gave marks for was everything that got in the way."

Although the book was prepared in the Canadian context, several of the contributors are from the United States, and the problems approached are common on both sides of the border. Perhaps the whole tenor of the book is reflected in one of the concluding paragraphs:

"The result of these tendencies is the series of paradoxes which frustrate everyone at the multiversity. There are more top scholars available to the student yet he is lucky if he meets a single one personally during his undergraduate years. There are far more courses and resources than at a university yet most classes are so large and impersonal that students have trouble taking advantage of what is being offered. The teacher is courted and paid on all sides yet cannot get a say in running the university or cannot get time to do his own work or cannot do it without being forced to publish in season and out. Education is lauded on all sides and huge sums of money are pumped into its development, yet a great many people report a basic disillusionment with the quality of the education with which they are engaged. Like some of the authors in this book there are even those who question whether education in any deeper sense than high-grade training is compatible with the multiversity."

As is true with so much of the genre of critical literature, there is underlying this one an ideal conception of the university and the assumption that somehow perhaps in Camelot it did exist. An important addition to the essays in the *University Game* would be a historical treatise suggesting that perhaps the ideal never did exist, nor could it exist.

James Ridgeway has written *The Closed Corporation: American Universities in Crisis*, New York, Random House, 1968 ($5.95), and if his intent was to write a frightening book he has succeeded. The overarching thesis is that American higher education has become a powerful closed corporation which places corporate needs above educational ones. He presents sample after sample of close relationships between universities and the corporate or military community. He shows how educational leaders have also become leaders in the corporate world. He suggests that a number of educational decisions are based not on desires to help youth but to enhance the financial power of the institution. He describes with particular vitriol the conversion of Mr. Chips into a corporate entrepreneur and, citing examples of professors serving as consultants, raises serious questions as to whether the professoriate acts by any set of defensible ethics.

As journalism, the book seems quite satisfactory and quite effective. However, the author does fall into several serious traps. He infers from observable relationships between universities and the surrounding community motivations for individuals. Thus he sees that the policies of the Daley administration in Chicago are identical with those of the University of Chicago, and feels that the University is little more than a handmaiden of the Daley machine in the South Side of the city. "In all fairness, Mayor Daley actually acts as something of a restraining force on the people who run this University, whose ambition for political control is matched only by their loathing of the poor."

The author's thesis is clearly stated in his words, "The idea that the University is a community of scholars is a myth. The professors are less interested in teaching students than in yanking the levers of their new combines so that these machines will grow bigger and go faster." As to a remedy, he feels that the first and most imperative thing to do is to change the self-perpetuating character of the governing boards of the large private universities, and with this recommendation there can be no serious quarrel.

Although the book is overdrawn and is tinged with just a little bit of a conspiracy interpretation of social behavior, nonetheless it seems close enough to reality to be taken seriously. The affluence of universities since World War II has tempted many to be somewhat cavalier and contemptuous of the social good, and it is important that this be pointed out to us. The book extends Eisenhower's warning about the growing military-industrial complex. Mr. Ridgeway has added the university.

Quite a different view of human beings and of education is taken by **George B. Leonard** in *Education and Ecstacy*, New York, Delacorte Press, 1968 ($5.95). The author, a journalist, has been struck by the possibilities for education of the theories of the self-psychologists, some of the new media, and narco-education. He believes in the perfectibility of man, and that every human being has virtually unlimited, untapped potentials for learning. Says he, "If there are limits on the human ability to respond to learning environments, we are so far away from the limits as to make them presently inconsequential." He feels that the education system as it has historically operated was almost designed to dry up the creative urges of people and to preclude learning, and that the higher one went in the educational process, the drier became the fare. He finds schools particularly unsuited to real learning and would rather have students stay home and learn by new media, programmed instruction, and the like than sit in formal classrooms.

Throughout the book, he emphasizes the joy of learning and the virtues of play, yet falls into the same trap he has set for others in his visionary chapter on a school in the year 2001. While that school provides a great deal of freedom where students can study anything which makes sense to them, nonetheless, he has his Utopian children all seriously going about the business of learning. In spite of being a somewhat overdrawn account, the book does present a healthy and creative doctrine and one which educators at all levels should ponder. For a society of affluence he suggests the plausible doctrine that there should be a psychology of affluence made operative.

James D. Koerner has written *Who Controls American Education?* the Boston Beacon Press, 1968 ($4.95), and attempts in doing so to provide a guide for laymen. In recent years American education has been controlled by an educational establishment which has manned the relevant federal agencies, state departments of education, and various national and regional agencies. Particularly powerful in the past has been the National Education Association with its state affiliates. However, NEA has been forced to become more and more militant as it responded to the challenge of the American Federation of Teachers, and to the fact that some of the scholarly disciplines have begun to replace the NEA in positions of influence over federal agencies. Much control has resided in the past—and to some extent still does reside—with the school administrators and the professors of education who prepare them and consult with them. Not all controlling agencies have been harmful. Although the author quarrels with some of the tests developed by the Educational Testing Service, he feels that the net effect of the national testing movement has been a healthy one. Contrariwise, he finds that the regional accrediting groups have been particularly destructive, since accreditation means institutions have achieved the smallest common denominator of quality. Accrediting groups do not, he feels, really recognize outstanding educational efforts. Local control, praised in theory, seems on the way out. The compact of the states might have held some promise, but it has become relatively ineffective.

The burden of the author's plea is that some of the power and respect accorded to educational experts be withdrawn, that the power of administrators and professors of education be diminished, and that the power of teachers and scholars in setting national policy be increased. In making this kind of judgment, he reveals a blindness toward the sublime self-centeredness of professors. Because a handful of scientists at MIT have become interested in education is no proof that the mine run of professors or teachers can transcend their subject-matter interest and think about education in the broad. Given the author's presuppositions, the book is a remarkably tempered one, and he does refrain from the conspiracy theory which earlier critics of the education establishment advanced. The factual statements about various educational organizations seem valid as do a number of the criticisms leveled at them.

However, he does miss several essentials. The movement of the NEA is actually away from professional educational concerns now that the classroom teachers are in the ascendancy. In many respects it was that group of departments and divisions influenced by administrators and professors of education which kept the NEA somewhat interested in improving education up until the present. Now that they have been forced to the sidelines, the teachers will move the NEA in the direction of trade unionism and militancy.

Jacqueline Grennan has published excerpts from a number of her speeches under the title of *Where I Am Going,* New York, McGraw-Hill Book Company, 1968 ($5.95). This is one of the most difficult of recent books to assess. Miss Grennan reveals herself to be an emotional, poetic, concerned individual, who is prepared to speak on any issue facing the society. She was a Roman Catholic nun who became president of a religiously operated college, who converted the college into an independent institution, and who asked and received permission to leave her order. The personal struggle which resulted in these decisions is clearly reflected in a number of her speeches, for she feels passionately that her own faith can be validated only if she is completely free to examine it and to test it. The essays also reveal a person desperately trying to maintain contact with the prevailing intellectual currents of contemporary life and to weave these insights into fresh formulations satisfactory to her and her feelings.

In substance, the book seeks to interpret the generation gap, to hold out promise for an eventual integrated society, to urge for individual and institutional self-renewal, to indicate the interrelationships between the two, and to urge continuously for personal assumption of responsibility and its consequences. Miss Grennan continuously acknowledges the moral and intellectual obligation she owes her parents and the intellectual obligation she owes to a number of contemporary theologians, whether theistic or secular.

The difficulty of the book lies in the fact that each piece is almost a stream-of-consciousness reflection of her own feelings and thoughts. The essays do not parse in any logical sort of way. Indeed, it is quite difficult to determine the central thrust of any of her paragraphs. Thus, the message must be received through one's third ear rather than through a clearly perceived logical pattern of argument. And the message that comes through is that the world exists to be shaped and modified by human endeavor, and that only free human beings, eager to grasp power to change conditions, represent a life worth living. It is a mystical restatement of many of John Gardner's ideas.

It is difficult to assess the true significance of these collected essays. Surely they have the power to affect emotionally. Whether in the long run they have the power to serve as a consistent theory of life or education cannot at this point be determined.

In *The Strength of the University,* Toronto, University of Toronto Press, 1968 ($7.50), **Claude L. Bissell,** president of the University of Toronto, speaks out on a number of subjects: students, the multiversity, academic freedom, the arts in a scientific world—and he speaks uncommonly well.

What his essays reveal is a distinct similarity between Canadian and United States higher education. Both responded to Sputnik, and the present affluence stems directly from fear. Student unrest is in fact sparked by the impersonality of large complex institutions. Neither nation has yet resolved the degree to which a university should concentrate on liberal education for undergraduates, research, and scholarship, and professional preparation. Neither nation has yet discovered a way to incorporate training in the arts with the verbal training which is the forte of the academic mind.

President Bissell has learned well the grace of simple and clear sentences. It is possible to read these speeches and profit from them. One could only wish that other collections had a similar charm.

Higher Education and Public International Service, edited by **Elizabeth N. Shiver,** Washington, American Council on Education, 1967 ($2.50 paper), is considerably better than most papers accumulated from conferences or seminars. Indeed, it is of greater importance than its important title suggests. The essays present one of the most dramatic sets of statements about higher education of recent years. There are statements on the international responsibility of a modern university, the relationship between government and the university, and the role universities can play in the development of human and economic resources. Stephen K. Bailey's credo makes the entire book worth having. Says he, ". . . if all universities do is to extend the range and ability of human knowledge and skills, they will have missed their most compelling function. The ultimate international responsibility of education is to affirm and to restore man's sense of his own nobility.

"The job of a university is to educate men and women to see reality as the God of Genesis saw the chaos, as clay to be worked, and above all to recognize that the working of the clay is part of the reality, and that the clay is to be worked for man's individual fulfillment."

Then for pure cream of insight and invective, Adrian Jaffe and Walter Adams point out that recent relationships between the federal government and the university have resulted in a loss of identity for the university. For all sorts of good and bad reasons, the university has been willing to do contracts for the government and in doing so has lost sight of its essential function and may even have lost its soul.

Part of the tragedy is that the soul is lost for no good reason, for the work of the university is frequently not what the federal agencies want or can use. This results from universities doing stylized research just in an effort to maintain swollen staffs. Of course it also can result from the fact that frequently the government agencies don't know what they want.

Higher Education and Development in South East Asia, by **Howard Hayden,** New York, UNESCO Publications Center, 1967, is volume II of a series and consists of profiles of individual nations prepared from the data each nation had to offer rather than from a common, forced form of information. While the book focuses on higher education, considerable attention is given to secondary education as being the base from which higher education must grow. The attempt in each profile was to catch a glimpse of the educational development in each nation at the moment when the effects of emergent nationalism are becoming clear. The profiles are clearly written and not overly pretentious.

Christopher Jencks and **David Riesman** have written the long-awaited *The Academic Revolution,* New York, Doubleday and Company Inc., 1968 ($10.00) The dust jacket contains a quote from Clark Kerr which says, "*The Academic Revolution* tells more and tells it with more insight about the great diversities and the endless intricacies about American higher education than any other study ever has and most likely ever will." Such glowing praise is for the most part warranted. This is a cold bleak book which attempts to show not how higher education is ideally visualized, but how it actually is. For example, it analyzes colleges as personnel screening devices for movement into upper-middle-class vocations. It suggests how prestige institutions have failed to serve educationally the students they attract yet at the same time have been able to convince sources of funds that massive support was needed. It tries to fathom the motives which lead middle-class parents to send their children to certain kinds of institutions and it questions much of the conventional wisdom about higher education. It points out that there is no real evidence that residential education is any better or worse than commuter education. It suggests that the principal gain from attending a prestige institution for the student is not contacts with first-class professors but with like-minded students, since students manage to educate each other despite the neglect of professors. And it suggests the interesting possibility that providing greater resources for those institutions which already have great resources may produce less yield than would giving more to institutions which have less. Yet the authors do not push this argument to its logical conclusion for they believe, given the operation of the class system, that social goals may be more effectively enhanced by extending higher education to lower-middle-class youths than to lower-class youths.

While one can argue with minor points in the authors' treatment of various types of institutions, in general the portraits seem to ring true. Thus, small struggling Protestant institutions will not likely die out, nor will they likely enter the mainstream of prestige higher education. Rather they will continue to struggle. The predominantly Negro institution is not likely to become even partially integrated for at least several generations.

This is a long book, some 543 pages, and seems remarkably free from error although a few of significance seem to have crept in either as error or as questionable interpretation. One wonders whether young people do mature physically more quickly at present than in previous generations. In view of the high attrition rates in junior colleges, is it true that many have found a safer and cheaper route to the B.A. through the junior colleges? Do the authors really know that open-door state universities in the thirties and forties maintained a high flunk-out rate? There is some evidence that failing rates in courses have remained remarkably stable over the decades. It seems of questionable history to imply that Robert E. Lee's attending a national institution made his choice between Virginia and the North difficult. These are relatively minor points and they occur only with enough frequency to test the reader's dialectic powers.

The book is tightly reasoned, perhaps too tightly, for the principal points emerge more as portions of a stream of consciousness than visible rubrics for a coherent whole.

The authors are to be commended and complimented. However, they have imposed on those of us who labor in the same domain much additional work, for we must now all revise our notes and our interpretations.

Students

After reading the enormous volume of material in both the periodical and monographic press concerning college students, one is tempted to agree that a college would be wonderful if it were not for students. The events from Berkeley in 1964 to Columbia in 1968 have so stimulated the profession to write about students and to explain them, criticize them, or apologize for them as to raise the question—"But who is teaching them?" And the quality of what is said probably is as varied as are student characteristics. When one of these books is good it is very good but the bad ones really are horrid.

No Time for Youth, by **Joseph Katz** and Associates, San Francisco, Jossey-Bass, 1968 ($10.00), is one of the major contributions coming out of the Institutes for the Study of Human Problems at Stanford University. It is an attempt, using questionnaire, interview, and case study, to interpret the progress of a full college class through Stanford University and the University of California at Berkeley. It documents in impressive style that the college years, far from being a tranquil period, are a period of quite intense conflict as young people seek to understand themselves and to cope with the transition from youth to adulthood. Students are bothered with such serious problems as a rational decision for a vocation or for mate selection. They find as other generations of college students have found, that the curriculum and instruction are of much lesser significance than their peer relationships, and that their socialization is really more important to them than their intellectual development. While generally college students do change toward what might be called more liberal, open attitudes, these changes do not result from any perceivable, rational effort on the part of the university. While students do become much more tolerant and liberal regarding such things as the uses of alcohol, drugs, or premarital sexual activity, there does not appear to have taken place a revolution regarding such behavior. College students may be more open in conversation but their behavior patterns have probably not changed as a group much over the past ten or twenty years. Of particular significance is the widespread dissatisfaction on the part of students with orthodox styles of campus residence living. Given a chance, students quickly move from the campus to places of living having more of the amenities which they learned to appreciate in their upper-middle-class homes.

This should be an enormously useful book. The case studies especially should lead professors to think more about the real needs their college students have. The psychometric data present norms which, while probably not applicable throughout the country, are certainly suggestive of what one might find in a number of highly selective institutions. The general level of writing is far brighter than one normally expects to find in connection with such an intensive study.

As recommendations, Professor Katz and his associates argue a general developmental interpretation of college students and suggest that a curriculum ought to be directly related to developmental needs rather than to the logic of specific disciplines. College professors, they feel, ought to take more seriously their responsibilities for student personal development, especially in reaching critical life decisons. They want a greater opportunity for freshmen to engage in independent study, less artificial living conditions, greater opportunity for the sexes to mingle in such things as real work experiences, and a faculty which is really concerned with human development.

These recommendations cannot be faulted except to question their realism in the light of the existing complexities of institutions. The whole book might very well have been improved had another chapter been included in which one thoroughly conversant with the academic bureaucracy could try to make Professor Katz's imaginative recommendations operational. There really has been no dearth of isolated experiments along the lines Katz suggests. There are cooperative work programs, and there are different ways of providing residence facilities. The problem comes in trying to adapt these to campuses of 10,000 to 30,000 students.

In some ways a parallel commentary is **Kenneth Keniston's** *Young Radicals: Notes on Committed Youth,* New York, Harcourt, Brace, and World, Inc., 1968 ($5.95). Keniston was invited to observe and study students involved in an activity of young radicals called "Viet Nam Summer" using the techniques of long in-depth tape-recorded interviews and follow-up correspondence with these students. He attempts to document the nature of the student radical, something of his background and the forces which put him in opposition to the mainstream of society. While students of the New Left are a varied lot, a few tentative, carefully qualified generalizations do seem possible. Many of them are students coming from reasonably affluent, intellectual, and liberal middle-class homes, youths who have for one reason or another rejected the middle-class monetary and success values. They find in the radical movement a sense of involvement and a way of gaining self-identity which no other activity had allowed them. These young people appear quite introspective about themselves and about the society of which they are a part; and they sense, perhaps even more than the nonradical student, doubts and inconsistencies within themselves. Particularly relevant is the conflict between the demands of the movement and the demands of their academic life. A few anticipate never reentering the stream preparing them for professions, but others see a period of intense political activity followed by a return to academia, followed by a professional life, but one which still would be closely related to radical movements. This conflict regarding academia is particularly acute, since the students are for the most part bright, reflecting a history of achievement in school work. Indeed, for many of them, school work came so easy that it didn't demand their full emotional involvement.

Radical youth seem an enormous paradox. They have developed most of the psychological criteria of adulthood, including a sense of inner identity, the capacity to work, love, and play, a sense of commitment, a sense of solidarity with others, a feeling of being linked to a tradition, and a reasonably well-articulated ideology. Yet sociologically they are considerably less than adult. They rarely have spouses or children. They typically have avoided all occupational commitments and possess few of the academic degrees or technical skills required by the professions for which their talents suit them. And they have remained deliberately uninvolved in the institutions, skills, and organizations of their society.

So long as Keniston describes what he saw and heard, and interprets the individual dynamics of these students, his insights seem deep and penetrating. However, when he attempts to interpret the broad societal forces which have operated to produce the Radical Left, his explanations are not quite so satisfactory. One has the feeling that at this point Keniston leaves the data which the students themselves present and begins to use conventional wisdom, imputing to the pill, the atom bomb, and the like an influence not revealed in the actual interview citations included in the book. He clearly sees youth and the contemporary problems of youth with eyes colored by his own value system. Nevertheless, the book represents another major contribution of this young scholar and does open new paths for understanding the changes taking place on the college campuses.

Beyond High School, by **James W. Trent** and **Leland Medsker,** San Francisco, Jossey-Bass, 1968 ($10.00), reports on a major study of high school graduates which attempts to compare those who enter the work force, those who enter college and finish, and those who enter college but leave before getting a degree. The study stands in continuation of such studies of outcome of college education as those conducted by Jacob, Sanford, and Dressel, studies of the flow of high school students such as those pioneered by Berdie, and theories of personality formation such as Sanford's or Maslow's.

The study was carefully done and provides a service by documenting much conventional wisdom. Thus entry into the work force after high school usually results in lower-status employment than after college; attending college is related to parental education and to parental attitudes toward higher education; remaining in college is related to early formed resolve to attend college; and more high-aptitude high school graduates attend college than do low-aptitude graduates.

However, the study does not prove what appears to be the central hypothesis: that college attending does make a difference in important dimensions of human experience. It does establish that students who persist to graduation do make different score patterns on an instrument called the Omnibus Personality Inventory. But it also establishes that there is slight difference between college attenders and nonattenders on such things as reading habits, or overt evaluation of intellectual matters. The main drift of the study seems to be that if an individual comes from a home which values education and intellectual matters, the college years provide an opportunity for considerable personality development, but this development does not seem to be related to type of college attended or pattern of courses taken.

Nevertheless, buried in the volume are some revolutionary facts:

The low graduation rate of junior college students: under 12 percent.

The low graduation rate of four-year college students: under 25 percent of high school graduates.

The low interest of all graduates in cultural or scholarly activities.

All provide ammunition for those who are coming to believe that higher education at its present level of productivity may have been oversold.

The book is an important one (federally sponsored studies can be productive when the results see the light of day). However, it could have been shortened and written more engagingly. And since it rests on several instruments, greater detail as to the validity of such a thing as the Omnibus Personality Inventory might have been mentioned.

Charles Frankel has written *Education and the Barricades,* New York, W. W. Norton and Company, 1968. In the calm terms of a logician, Frankel points out that the American university is in trouble but that the exact nature of the trouble has been misunderstood as have proposed solutions. It is true that the American university has demonstrated many failings, but the examples of student protest and disruption are so great that the failings of the university cannot explain them. To talk of the tyranny of American universities is to engage in distructive demagoguery. Actually the present protest about higher education is a crisis of legitimacy which, while it has some elements of a desire to substitute one set of values for existing standards, largely accepts the fundamental values of the society but says they need to be implemented more completely. In spite of the enormous amount of material published about student protests, there has been little realistic refinement of issues and posing of alternative solutions. For example, the phrase student power is a shibboleth. Actually students have always had power. It is impossible to imagine a college functioning without them. But if the notion of power is read to include the right to vote on faculty members' appointments or to regulate residence halls or to sit as members of university committees is to invite a much closer scrutiny of what the university actually is. A university is designed to provide certain kinds of functions and services and ultimate decisions about the deployment of resources properly belong with those professionally qualified. It is quite possible to contemplate including students on committees and on other decision-making bodies not as a right but as an important experience for those in the process of growing up.

Raw display of student power in the sense of civil disobedience raises a number of other vexing issues. First, it is possible to conceive of some situations in which the individual has the responsibility to engage in civil disobedience, but this does not provide him justification for preventing others from going about their business whether he engages in civil disobedience or not. It would be remotely possible to consider that student concern about Vietnam or racism or poverty is sufficiently great that an individual would engage in an act of disobedience, but when he prevents another student from acting in a different way, this becomes unconscionable.

Beyond doubt, the American undergraduate has been short-changed by the way his university has acted toward him, and quite clearly university reform is needed, but it cannot and should not be brought about by the sort of behavior manifested by students at Columbia University who occupied buildings, held officers captive, and prevented other students from attending classes.

At long last, studies and activities of the Center for Research and Development in Higher Education at the University of California at Berkeley are being reported in book form. A prime example is *The Creative College*

Student: An Unmet Challenge, edited by **Paul Heist,** San Francisco, Jossey-Bass Inc., 1968 ($7.75). The chapters for the most part are reworked papers delivered at a conference on creativity sponsored by the Center. They reflect a consistent but documented pessimism regarding the impact of colleges and universities on creative individuals. Whether the institution be the University of California or the Massachusetts Institute of Technology, or places in between, a higher proportion of creative students find college life intolerable and leave than is true of the less creative groups. A number of them found their on-campus experiences, especially in the last two years, a pretty confining grind as they followed a deadly routine.

To some of these students, college education seemed an enforced detour which kept them from vital perceptual and emotional satisfactions. When one examines why this is true, especially for creative students in the arts, the answer becomes reasonably obvious. Students with high talent in the performing arts are accepted only if they have also demonstrated talent in academic work, and the two are not necessarily correlated. Once in college, the talented student is required to take the same range of required subjects as are other students, at the very time his talent needs to be steeped in the medium most expressive for his creativity. Then, too, the grading system intrudes, being either capricious or emphasizing qualities which seem irrelevant to the creative student regardless of field or medium. The student seems to seek not only new problems but new and unique answers, while the grading and examination system call for a limited range of response. If the creative student is at all interested in jazz, he simply cannot find a collegiate institution in the country which assigns this indigenous art form a place of respectability in the college curriculum.

In a sense, the Heist book is comparable to parts of Philip Jacobs' *Changing Values in College,* which found that colleges typically did not affect the student value systems. The Heist book really argues that colleges and universities do not affect favorably creative impulses of highly talented young people. Even when institutions have sought to create special curriculum programs for the creative, these have tended to follow orthodox academic lines.

The studies on which the essays were based range through interview studies, questionnaire surveys, clinical analyses, and eclectic inquiries involving a number of techniques. In the aggregate, however, all studies assume considerable reliability simply by the very consistency of their findings. The authors have done their job. The question is whether the academic profession is prepared to accept these findings and seek honestly to modify practice.

James W. Trent with **Jeanette Golds** has written *Catholics in College,* Chicago, University of Chicago Press, 1967 ($9.00). This is a serious attempt using questionnaire and interview information together with summaries of other research reports to portray the nature of Catholic higher education and its intellectual qualities. The basic information comes from an analysis of questionnaires for a West Coast population of students compared with another population more broadly representative of the nation.

The author apparently is a Catholic, a point which has relevance for the study, for he writes both with sympathy for some of the goals of Catholic higher education and with a great deal of critical-mindedness. He points out the weaknesses of Catholic higher education in America and how in addition to its own latent anti-intellectualism it acquired a good bit of Calvinistic and frontier anti-intellectualism as well.

The picture he draws of Catholic students both in and out of Catholic institutions is remarkably clear. Catholic students are still attending college in numbers fewer than would be expected by the proportion of Catholics in the total population. However, those who do attend college tend to be somewhat more able than non-Catholic students attending Protestant or secular institutions. Further, Catholics attending Catholic institutions tend to be somewhat more able than those who attend secular institutions, the reason being that such students are likely to have attended Catholic high schools which are more selective and have a higher enforced attrition rate than public high schools.

This academic promise, however, is generally not realized by students in Catholic colleges either at the beginning or at the end of their academic careers. As freshmen, Catholic students are inclined to be more authoritarian, more anti-intellectual, more status-oriented, more interested in specific vocational preparation than are non-Catholic students. These characteristics vary slightly between Catholic students in secular institutions and those in Catholic institutions, with those in the secular colleges being more like non-Catholic students. However, even in the secular institutions there are substantial differences rather consistently found. At the end of four years Catholic students have moved in the direction of greater openness, greater intellectuality, greater concern for aesthetics, and less authoritarianism. However, the gap between Catholic students and non-Catholic students has not closed. While some evidence suggests that Catholic students are enrolling in graduate and professional education in increasing numbers (some studies even suggest that parity with non-Catholics has been reached), Trent's analysis shows that the larger proportion of this increased enrollment is moving into the fields of business, law, engineering, and medicine. In spite of the proclaimed strength of Catholic institutions in the liberal arts, graduate study in arts and sciences still does not seem to be highly attractive.

Quite clearly Catholic students are higher in formal religiosity than non-Catholic students. However, the religiosity appears to be of a dogmatic inculcated sort. A similar adherence to regulation is seen in the tendency for Catholic students to be much less involved in student protest and activist causes than are non-Catholic students. Relatively few Catholic institutions have produced the Berkeley sort of unrest.

The book is a remarkably complete analysis both of the author's own research and the growing body of research done by others. This is at once a vice and a virtue. The virtue, of course, is the complete documentation. The vice is that so much detail interferes with reader absorption of broad generalization. However, the vice is relatively minor especially when compared with the amount of overgeneralization found in the literature of higher education. The author, for the most part, sticks to his evidence and tries to draw reasonable conclusions, but he is not without values himself. He clearly feels that much is wrong with Catholic higher education at a time when the nation needs liberal-thinking, nonauthoritarian people. At times his comments on what should be done take on more of the cast of a sermon than of sober, scholarly recommendation. Once again, this is a relatively minor flaw in view of such firm predictions as the enrollment ratio which Catholic and secular higher education must expect in the future and the clear delineation of the clientele from which Catholic institutions must draw their enrollments.

This is one of a number of books about Catholic higher education to be produced recently. One can only hope that other works will adhere to the same high canons of scholarship which this one does. And one can only applaud Professor Trent for finally bringing into public print some materials from the six years of unpublished research which the Center for the Study of Higher Education at Berkeley has been doing.

Gladys E. Harbeson has written *Choice and Challenge for American Women,* Cambridge, Schenkman Publishing Company, 1968. This does not appear to be a particularly helpful or harmful book. The author reviews the forces, changing needs, and expectations of the contemporary woman—the increased longevity, the victories of feminism, the alleged demands of the labor market, and the freeing of time through automation of many household tasks. She establishes the point that many options are now open to women, but that education, for the most part, has not provided assistance for women in selecting from among options. She particularly feels uncomfortable that so many women opt for work outside the home, for she feels that women could be much more creative in assisting their children to develop more healthfully.

The author has probably been taken in by the claims of colleges, for she feels that formal education provides the opportunity for one to plan one's life, and that liberal education is the best means of leading a woman out of her own small world and interesting her in the larger one to which her life should relate. There also is a clear acceptance of differences between men and women, and by implication the author supports a curriculum weighted in one direction for women and in another for men. For the most part, her information seems reasonably correct, although in her discussions of some colleges which have developed innovative programs, it is somewhat out of date. Thus, Stanford-Vassar studies were completed over ten years ago, which doesn't quite qualify them for recent inquiries, and Stephens has not been a junior college for the past six years. The book would have been a stronger presentation had it been less eclectic and more consistent with some theory regarding the nature of women. As it is, it is neither Simone de Bouvoir, Lynn White, nor Ashley Montague.

Although edited books and anthologies do not generally call for extended treatment, three recent ones are of such high quality as to deserve more than just a passing notice. **Max Siegel** has edited *The Counseling of College Students,* New York, the Free Press, 1968. In this book he and colleagues from Brooklyn College have codified the conventional wisdom about student affairs. In a series of, for the most part, well-written chapters they discuss the background of the student personnel movement and something about the characteristics of contemporary college students, and go into some detail regarding counseling, testing, admissions, student activities, placement, and the health services.

The essays draw largely on the personal experiences of the authors, although the chapters on the history of counseling, the personality of college students, and the interview draw on considerable relevant research or speculative data. The point of view of the book is that the present flowering of the student personnel movement derives in part from the orderly evolution of college administration and in part from the fading in significance of parents and the church in helping the young make wise decisions. The administrative structure seemingly favored by the authors is a centralized one with the chief student affairs officer responsible to the president and responsible for counseling, testing, guidance, health services, student activities—indeed for almost everything other than the formal curriculum, finances, buildings, and grounds. It is the same stance which Daniel Feder took several years ago in the definitive American Council on Education booklet on the administration of college personnel services.

Although the chapters are generally strong, a somewhat weaker than average one dealt with student activities. This seemed replete with dicta for which the only justification is the author's own opinions. One wonders why every group formally organized should have an adviser and why a permanent career staff adviser is any more effective than some part-time people. One thinks particularly of some of the yeoman service which enlightened clergymen have provided campus activities.

The book would be of considerable value as basic reading for a faculty seminar on counseling and advising. It does provide an overview of student personnel services for the inexperienced or for the novice. For the trained counselor, for the mature administrator or the sophisticated student of higher education, the book doesn't present much which is new.

The second anthology, edited by **Kaoru Yamamoto,** is *The College Student and His Culture: An Analysis,* Boston, Houghton Mifflin Company, 1968. This collection presents under one cover some of the most sophisticated analyses of college students which exist today. Just to indicate the flavor of the sort of contributors, there are selections by Clark Kerr, Kenneth Keniston, Nevitt Sanford, Alexander Astin, C. Robert Pace, George Stern, Burton Clark, Philip Jacob, and Edward D. Eddy. The selections generally are premised on an awareness of profound changes taking place within the society and argue for the need for educators to try to understand the impact these changes have on the young. However, the editor carefully avoided the more lachrymose apologies for youth. Although the articles are written in the shadow of Philip Jacob's claim that changes typically do not take place, the entire collection suggests that perhaps the college environment is more effective than it was at one time.

In a review of this sort it is impossible to enumerate the various theses and subtheses which the various authors present, but as an overall generalization, this book can stand in direct continuation of Nevitt Sanford's monumental *The American College.* Taken together, the two volumes provide a representative sample of what is presently known about the present state of higher education.

John W. Minter has edited *The Individual and the System,* Boulder, Western Interstate Commission for Higher Education, 1967 ($3.50). This is one more of a series of conference reports from the summer cooperative efforts of the Western Interstate Commission for Higher Education and the University of California at Berkeley. This issue is a peculiar one being somewhat more polemical in character than past reports. Thus one paper judges that higher education has created in students the very anxieties about the system which they are now manifesting in various protest movements. This essay also claims that the American system is in fact obsolescent, producing manpower dysfunctional to the real needs of American society.

Another essay—the only one based on research evidence—reaches the conclusion that college instruction should probably be tailored according to personality differences found in student bodies and perhaps even to sex differences. As a practical suggestion the article provides a way by which, even within large classes, different students might be asked to do different things. Another attempts to lay a philosophic base to support a belief in subinfeudating complex institutions. Still another sees the critical forces affecting students today as the Doctrine of Nurenberg, and cites the changed relationships between the haves and the have-nots, the revolution in how public schools teach basic disciplinary subjects, and the omnipresent effect of mass-communications systems. The author of this essay reaches the interesting conclusion that there really is no such thing as a generation gap.

Then follow essays on the use of books in individualized instruction, how the student personnel movement developed, and what are some of the potentialities for education deriving from the development of the computer.

The bibliography is generally satisfactory but the total book is not particularly exciting.

George F. Kennan has put together *Democracy and the Student Left*, Boston, Little, Brown and Company, 1968 ($5.75). It is undoubtedly a "must" for anyone who would seek to understand the alleged generation gap. Kennan addressed the students at Swarthmore and severely criticized the Radical Left because they lacked a program, lacked self-discipline, and were using their time for activism rather than gaining the trained experience which a college could provide them. He criticized the hippie portion of the younger generation as violating the best of human nature. Kennan feels that only when a human being is struggling to solve problems is he truly human. The hippie who turns to the self-indulgent life of seeking only self-realization, whether through Bohemian life or the use of drugs, thus violates human nature. Kennan advances the ideal of the university as a place of considerable tranquility in which students can gain an understanding of their cultural heritage and prepare themselves to deal in a disciplined way with the problems of adult life.

His speech, reprinted in *The New York Times*, stimulated a flurry of letters in response. Large numbers of students took sharp issue with him, pointing out that the war in Vietnam, the draft, and the treatment of minority group members in the United States left little time for study and contemplation. These matters had to be dealt with at once. There was strong exception to Kennan's argument that civil disobedience was really indefensible in a democracy. These students felt that civil disobedience was essential since no other way of exerting pressure seemed possible. Running through the student objection to the draft was a tendency to overdramatize what it actually meant for individual human beings. A typical overdramatization was that the only outcome for the college graduate was a letter from the President, a trip to Vietnam, and a trip home in a long, green bag. Kennan pondered these responses and then prepared a refutation to them. He suggested that at least some of the frenzy of students about the draft in other times might have been attributed to cowardice or lack of patriotism. He argues that perhaps student concern over Vietnam or the plight of Negroes might have deeper roots and it might rest with the fact that the young have been reared in a permissive atmosphere, and have been led to believe that there were instant solutions to even the most vexatious issues. He argues throughout his reply for the values of trained intelligence, disciplined inquiry, and the use of evidence rather than emotion in the solving of human problems. Perhaps one weakness Kennan shows is a slight tendency to underestimate the problems which members of the Negro community have experienced in moving into the mainstream of society.

The book consists of the two essays and selected letters from both students and adults. The author's style is clear, and those who responded to him, perhaps stimulated by his style, wrote in unusually cogent ways. The book should provoke considerable dialogue between the younger and the older generations.

A much less successful interpretation of contemporary college students is *The Student in Higher Education: A Report of the Committee on the Student in Higher Education,* January 1968, the Hazen Foundation, New Haven, Connecticut. Although the Committee preparing the report was comprised of a number of the more scholarly of apologists for youth—Kaufman, Katz, Keniston, as examples—the report itself seems bland and somewhat uncritical in accepting what is coming. Thus they find that the transition from school to college is both a potentially traumatic and a potentially opening experience for freshmen, and that colleges typically have neither tried to minimize the first nor maximize the second. Students, the Committee believes, are seeking enduring commitments, turning to human relationships as the source of most of the purpose and meaning they seek in life, feel strongly the need to belong but are skeptical of organizational forms. They are generous and idealistic in their own fashion, appear poised and sophisticated, but really are hesitant and uncertain and have come to college with a great deal of excitement and willingness to do the work demanded of them. But this excitement quickly dissipates and they become suspicious of administration and faculty. On the other side of the equation, the college admissions policy, orientation program, curriculum, and criteria for faculty appointment seem to the authors almost designed to mitigate the needs of these new students.

As a quick handbook suggesting what is currently believed by students of the present student milieu, the book has some utility. One could only have wished that at least one or two unfriendly voices had been included in the panel to add a little sharpness and disagreement. It is just possible that some might hold that students are not necessarily the repository of the clean and romantic virtues imputed to them.

James T. Carey, in *The College Drug Scene,* Englewood Cliffs, Prentice-Hall, Inc., 1968 ($2.45 paper, $5.95 cloth), throws some significant light on drug users in the San Francisco-Berkeley area. Through collecting life histories and observing patterns of behavior, particularly in the Berkeley area, the author has drawn a plausible picture of this increasingly important subculture. Members of the drug colony are likely to be regular students at the university, part-time students, or dropouts, and are usually the products of the arrived middle class who, confident of their position in society, are able to criticize and react to its shortcomings from this perspective. The drug colony, while in some respects a definite subculture, is clearly not isolated from the larger society, and its members continuously interact with it, particularly those members of the colony who could be classified as recreational users of drugs. The author maintains that marijuana is by far the most prevalently used drug, with LSD and a few of the pep pills following close behind. While a few members do use the harder drugs, most do not, and indeed indicate considerable fear of any drug which is addictive.

Drug users can be largely classified into heads who are heavy and persistent users and recreational users who perhaps wait until the weekend before turning on. Because drug use is so widespread, a system of merchandising has developed which in many ways partakes of the same characteristics as legal merchandising. At the bottom of the merchandising pyramid are the pushers who frequently are users who don't really expect to make very much money from pushing, but who get into pushing in an attempt to provide for their own needs and those of their close friends. Pushing marijuana is a social activity, and the pusher may turn on several times during the course of a day's work. Above the pushers are relatively small suppliers who either obtain their wholesale goods through a recreational trip out of the state or who purchase from the large suppliers. The Berkeley colony suggests that except for the very top-level dealers, the amount of money earned is relatively small thus giving the lie to much of the conventional morality which suggests that drug pushers are proselytizing new users for the sake of great financial rewards.

Recreational users seem to partake rather fully of the intellectual and academic values of a university community. They succeed well in school and aspire to positions in the creative or scholarly fields. They use drugs as an important means of either socializing or of gaining deeper understanding of some levels of reality. These can be sharply contrasted with the heads who have dropped out of the main intellectual stream and seem to be concentrating on the enjoyment of the moment, preferring not to be conscious of time commitments, work commitments, or career commitments. The picture revealed is far from a colony of criminals. The colony is an atypical and illegal subculture but, except in the case of drugs, law violation does not seem at all prevalent. If the notion is accurate, it raises into serious question the attitudes toward drug users which the federal government has emphasized for over twenty years and which seem to characterize police opinion.

W. Haydn Ambrose has written *The Church in the University,* Valley Forge, the Judson Press, 1968 ($2.50). It represents a good college try but certainly not a victorious one. To establish the roles of religion, the church, and the ministry in higher education, the author believes that the church must accept the university as it is, must listen to what the university says, but must also speak to the university. He feels that the campus ministry must minister to the entire university community and not just cater to those who seek ministerial assistance. However, he does not believe that the campus ministry is pastoral in its fundamental nature. He sees great opportunity for the campus ministry and for the church to help members of the university community understand the perplexing social problems of the age. However, when he attempts to indicate how these several functions shall be in fact fulfilled in the light of the differences between the university and the church, he doesn't seem to be of much help. The palliatives are those which can be found in any compendium of innovations on the college campus.

Jean Reiss and **Mildred G. Fox** have written *Guiding the Future College Student,* Englewood Cliffs, N. J., Prentice-Hall, Inc., 1968, with the intention of providing a practical book to help high school counselors counsel college-bound students more effectively. It is quite simply written; indeed, one almost has the feeling that the authors are writing down to their proclaimed audience. They discuss something of the nature of college guidance, various organizational styles within the secondary school which can provide guidance, the use of certain technical resources such as the guidance library, visits to the high school by admissions officers and to colleges by guidance counselors, and something of the process by which individuals choose colleges and colleges choose individuals; they also summarize quite briefly at least some of the growing information about the characteristics of various sorts of institutions. Most of the recommendations are of the common-sense variety, and this is probably necessary, for information other than common sense is simply not available.

One could suppose that the quite young person assigned to a guidance position would derive some value from this book, but one also suspects that persons with reasonable experience will find no significant assistance from it. It simply glosses over, for example, such naive issues as whether or not the admissions process should or should not be color blind. It glosses over the difficult task of how to counsel students whose parents are pressuring for an inappropriate selective college; and it never does really come to grips with the very real problem of those who perhaps should not go to college.

Alexander W. Astin in *The College Environment,* Washington, American Council on Education, 1968, seeks to identify measurable differences between types of institutions as created by student behaviors and attitudes. It is a useful volume standing in direct continuation of studies done by George Stern, C. Robert Pace, and the American College Testing Program, and does provide basic information which eventually can be translated into popular idiom to help prospective students and their families make wise decisions as to where they should attend college.

Andrew M. Greeley and **Peter H. Rossi** have described *The Education of Catholic Americans,* New York, Doubleday and Company, 1968. In it they report a study conducted by the National Opinion Research Center which sought to discover the extent to which the Catholic school system did or did not preserve religious faith within the nation, and the extent to which it aided or retarded the economic development of individuals. Besides these research questions, the two authors, as concerned educators, also sought to answer for themselves whether or not a separate Catholic school system was likely to continue and whether or not it was worthwhile.

Using the techniques of personal interview and self-administered questionnaires, the authors report on over 4,000 selected Catholics and make comparisons between those who did and did not attend Catholic institutions at various levels. While a number of findings are consistent with what one would expect, several are rather surprising. While attendance at each level of Catholic school is positively related to subsequent orthodoxy, there is a high positive relationship between attendance at Catholic colleges and subsequent religious orthodoxy. "Apparently higher education in the Catholic school leads not only to improved behavior but also to more tolerant attitudes. It may be only at the college level that a young person sorts out those attitudes from his youth which he will keep and those which he will modify and revise as part of his permanent *Weltanschauung.*" A more obvious finding is that the length of exposure to the Catholic system is also related to orthodoxy. Going beyond the research, the authors conclude that Catholic education is succeeding in achieving its fundamental missions; that it is important now and will not disappear in the foreseeable future. They do not find evidence that Catholic education is divisive, and they believe that a separate system of Catholic education is worthwhile. One might have wished that the authors had met head on the conflicting nature of their findings and those of other recent inquiries. However, their purpose was to report and report they did in what for sociologists is a quite readable style.

Clarence J. Bakken has written *The Legal Basis for College Student Personnel Work,* Washington, American Personnel and Guidance Association, 1968. This is one of the series of excellent monographs which the American College Personnel Association has sponsored over the years. It brings together in relatively brief compass legislative and judicial references with bearing on college education, and ends each chapter with some recommendations for student personnel officers. In general, the book documents the steadily increasing interest in education on the part of the courts and suggests there is a tendency to accompany student demands for greater freedoms with judicial interpretations in their favor. Most of the distinctions seem reasonably clear, but this reader never did interpret the nuances of distinction between the right of privacy and privilege communications which the author believes quite significant. The editor should have sent him back to the drawing boards for that particular section.

Philip G. Altbach has prepared *Student Politics and Higher Education in the United States: A Select Bibliography,* St. Louis, United Ministries in Higher Education, 1968, and in so doing has provided an extremely valuable tool. The short book begins with an essay on American student activism by Seymour Lipset, who has captured the essence of almost all existing hypotheses on the subject. However, a few of his arguments are at least open to some question. It would be hard to establish that students have almost invariably been more responsive to political trends than any other group in the population. And it would also be difficult to establish that adult Jews are overwhelmingly liberal or radical. Somehow the thought of well-fed and quite conservative New York Jewish businessmen keeps intruding. He does accept the fact that the proportion of American students who could be considered radical is relatively small, and the fact that the majority of the students in all countries are politically quiescent. However, he sees this small minority as effectively conditioning all of campus life.

As to the bibliography itself, it appears reasonably broad and representative up to the cutoff date of July 1968. Perhaps the only caveat is that the headings do not imply any particular kind of logic to assist the user in finding material which will be of most help to him. An additional value in the book is an essay indicating the increase in amount and sophistication of research on student radicalism which ends with the plea that administrators might well consult some of this material in solving the vexing questions which they face.

Donald K. Emmerson has edited *Students and Politics in Developing Nations,* New York, Frederick A. Praeger, 1968 ($9.50), and in doing so has provided a most useful position piece. He has asked a number of insightful observers to report on student radicalism in each of eleven different nations. And, then the author or the editor has sought to derive a few generalizations from this material. He maintains that neither the significance of student political activity nor its extent should be exaggerated. The number of students actively engaged in political activity, while it does vary country to country, is still relatively small; and the extreme radicals represent only a tiny minority. He finds few characteristics of politically active students which are common one nation to another. It is true that men generally politicize more than women, but he does not find that either older or younger students are ascendant in radical leadership, nor does he find class universally related to radicalism in the same way. He does find slight evidence that in some countries students and religiously related institutions are less inclined to political activity than those in secular institutions. But once again this does not always hold true.

He clearly calls into question the generalizations, reached on the basis of the American experience, that personality problems drive students into radical stances. In some nations, for example, the only healthy option for the young is to be involved intensely in a political movement. "Student political activity has no single cause and no single predictable effect. It occurs most often on the margins of the polity, only occasionally dramatically touching the center of national concerns." The chapters dealing with individual nations are perhaps overly detailed, for it is difficult to form a central impression as to the thrust within each nation. However, this weakness with respect to comprehension may be a strength for the book as a social document.

One almost worries about the emperor's new clothes in reading **Jesse Kornbluth's** *Notes from the New Underground,* New York, Viking Press, 1968 ($7.50). The author, class of Harvard 1968, has attempted to exemplify the literature found in the underground press on a number of college campuses. The dust jacket describes the writing as alive and as presenting a "by no means soothing underview of plastic America as seen by its dissenters. . . . After his trip through this rich volume, no reader old or young should be able to say that he doesn't know what it is."

To this reviewer such phrases are simply nonsense. The writing is heavy and difficult to follow: "There is a time that each of us knows that comes without warning. Suddenly it comes and so silently and it descends upon us like a net and like a light. Indifferent to our plans or our hour it falls on us, and however our time was allotted and conceived, the plan fades away under that light as though the lines were written there in pale ink. No fact remains. What was so pressing and hard to bear seems suddenly thin and very small, and one by one the actions and conversations, the words of praise, the held anchors, all melt together and their colors blend, and at last there is only an indifferent shade, and we cling even to that."

The editor's hyperbole at the beginning of each section seems somewhat unwarranted as well as being contrary to fact. For example, "Establishment myth has it that drugs make you politically passive and culturally indiscriminate. But judging from the cultural explosion of the popular arts in the last few years, the reverse is closer to the truth." And the sampling seems somewhat distorted as it devotes thirty pages to interviews with the Beatles and sixty-four pages to recorded conversation of Ginsberg, Leary, Snyder, and Watts, out of a three-hundred page book. Had the collection been presented as a source document regarding one phenomenon of American culture, the book could not really be faulted; but criticism can be leveled if the reader is asked to take the message contained in these excerpts at all seriously.

We Are the People Our Parents Warned Us Against, by **Nicholas Von Hoffman,** Chicago, Quadrangle Books, ($5.95), can be dismissed rather quickly. It is a 279-page, chapterless, stream of consciousness effort to reflect the mood and life style of hippy culture in San Francisco. The author and his son spent some weeks in the Haight-Ashbury district talking to its inhabitants and seeking to catch the spirit of the place. Then the conversations, newspaper clippings, and graffities were strung together to suggest the motivation of those who joined the hippy world and the physical and moral disintegration which took place. It probably is a message well worth communicating but the style of presentation just doesn't come off. It is possible to use a rational idiom to describe an irrational movement and this rationality is what the book lacks. Nonetheless, I shall keep the volume around for the quotes it provides.

A horrible book which is cited only to warn people about the genre is **William Haines** and **William Taggert's** *What Happens in Fort Lauderdale,* New York, Grove Press, Inc., 1968 ($.95). The credentials of neither author are presented but apparently they either interviewed or asked college students who journeyed to Fort Lauderdale over spring vacation to find out how exactly they spent their time. If the statements are true, what happens is a vast carnage of drunkenness and raw sexuality. The interviewees are identified by the institution to which they claimed affiliation and one can draw some interesting if distorted pictures by comparing the coarse commentary from a student from a Bible Belt college with the more reflective statements of several students from Ivy League types of schools. The book has no redeeming features and readers are advised to stay away from it.

Barry Spacks has written a novel, *The Sophomore,* Englewood Cliffs, N. J., Prentice-Hall, Inc., 1968 ($4.95). This is a well-written, insightful novel which can be quite disturbing to the reader, for it etches in full detail the paradox of nihilism and romanticism which seems to run through contemporary student life. The central character (one can't really call him hero) of the book is an aging college sophomore who finds it difficult to complete his academic work, to decide what it is he wants to do, or to maintain consistent relationships with his family, girl friend, or former army buddy, and whose thoughts proceed stream-of-consciousness-like from one unconnected episode to the next. The novel represents several days in the life of the student. It builds to no major peaks, although such episodes as the girl friend walking out cause some consternation; and the ending is no more relieving of tension. Illustrative of the entire style of the book, as well as its inconclusiveness, are the following paragraphs:

> One thing for sure, he had finished that Goddam play for his creative writing course, and the short stories and the poems and constructions, and if he ever saw Miriam again he was going to learn to ride her unicycle, and he was going to practice, practice, and beat hell out of Doris Thompson the next time they played pingpong.
>
> We will leave him now sitting on a campus bench, listening to the birds. He takes out his notebook and beyond the wheelchair prices, under telephone girls and love is cheap, he writes in a looping hand, "to be alive and in San Mateo, California, a tugboat sounds its hooter."

Daniel Cohn-Bendit *et al* speak out about *The French Student Revolt,* edited by **Herve Bourgs,** New York, Hill and Wang, Inc., 1968 ($1.50 paper, $3.95 cloth). In words of the French students who actually participated in the May outbreaks, the editor attempts to show what the underlying forces were. The intent was not realized except to the extent of indicating that large numbers, inadequate space and facilities, and an overly centralized system were involved. The students' attempts to verbalize political undercurrents simply were not articulate enough to support generalization. In this respect, French students are not too dissimilar from American students.

Types of Institutions

The generally plentiful supply of books describing types of institutions and their problems is not available in 1968. The junior college, church college, and predominantly Negro institution each is represented by one work. But the graduate school, land-grant institution, and teachers college, all standard topics in other years, are lacking. Further, none of the works presented their objects from the broad perspectives of a diverse higher education in America. In the early 1960's the Library of Educational Research produced a series of monographs on types of institutions which served quite well. But conditions have changed so rapidly that those need to be redone. Possibly 1969 will bring us some needed new publications.

David Haber and **Julius Cohen** have edited *The Law School of Tomorrow: The Projection of an Ideal,* New Brunswick, Rutgers University Press, 1968. This consists of proceedings from three seminars held in connection with the opening of the new law school building at Rutgers, the State University of New Jersey. The format is to present each of the three major seminar papers and to follow each with a transcription of comments made about the papers. Frequently this style does not come off, but for this book the commentaries were well-written and do speak to the issues each of the principal speakers raises.

The seminars focused on the nature of the law school in the university, on the nature of legal research, and thirdly on the training of the practitioner. In the first session Robert M. Hutchins argues that to the extent the law school deals in practicalities it fails. However, succeeding commentators dispute this and argue that the law school must be concerned primarily with the training of those who will practice law and not those who understand the spirit of the law but have no idea as to how to try a case or write a contract. As for research, there seems to have been a growing rapprochement between legal research and research in other behavioral studies, with much of the future legal research being behavioristic. Strangely this notion was not seriously disputed. The last section urged more thoughtful kinds of applied experiences for law students and rejected quite a number which smack of artificiality. Thus, working on a law review or spending a year in a prosecutor's or judge's office were seen as potentially good. Moot trials and too-brief field experiences were seen as quite superficial and not likely to be of much value. Particularly disappointing was the third principal seminar paper on the "Training of the Practitioner," written by Abe Fortas. It was brief and perhaps overly autobiographical and just did not seem to reflect the incisiveness of thought or language which one has come to expect of a person with Fortas' credentials. Hutchins, of course, was Hutchins as he always is.

A. J. Jaffe, Walter Adams, and **Sandra G. Meyers** have prepared *Negro Higher Education in the 1960's,* New York, Frederick A. Praeger, 1968 ($12.50), which reports on an elaborate three-phase questionnaire study involving predominantly Negro institutions, and attempts to extrapolate from present conditions into the future as far as 1975. In less than ringing prose the book chronicles much of what is already known: that the largest number of Negroes in the South who enter higher education enter the predominantly Negro institutions; that the enrollment of Negro colleges has been increasing somewhat more rapidly than the enrollment of the rest of higher education; that Negro institutions can be classified into quite poor, fair, and good colleges; and that each of these represents a somewhat different problem. On the basis of statistical extrapolation alone, the authors find nonwhites in the 1960's are about one generation behind white youngsters with respect to entry into higher education. The authors also find that the weaker Negro institutions seem to be increasing in size at a somewhat more rapid rate than the fair and good institutions. The good institutions, apparently following the popular path toward selectivity, are tending to keep their enrollments down and to increase quality. If present rates continue, the predominantly Negro institution will be around for at least a generation or so, and during that generation will probably be the principal way by which Southern Negroes will obtain higher education.

The authors, however, were not content with describing what has happened and what seems likely to happen in the future. In the last chapter, which contains recommendations, they come out squarely for denial of support to the poor institutions, preferring that the expansion of two-year colleges be encouraged, and that the two-year colleges absorb the bulk of the enrollment from less qualified Negro students. It is at this point that one must question the basis for the recommendations. At no place in the book do the authors reveal that they have indeed looked at junior colleges in such Southern states as Florida, where integration of Negro and white junior colleges has actually resulted in a drop in Negro enrollment. Rather, they assume that a slow-down of enrollment in Negro institutions is attributable to a diversion of Negro students into the two-year community colleges. This is far from a warrantable assumption, and it could be brought into question by examining the racial complexion of two-year community colleges. While the principal recommendation can be faulted, the rest of the book appears to make a substantial factual contribution to a complex phenomenon. The appendices present much of the basic data on which the report is founded.

Thomas E. O'Connell, in *Community Colleges: A President's View,* Urbana, University of Illinois Press, 1968 ($5.50), has produced a rarity, a book about junior colleges which is faithful to the ideals of junior colleges but which avoids the dogmatic assertions and the cliches which characterize much of the literature about the two-year institution. O'Connell came out of state government and became president of a small Massachusetts community college which began its operations in an old elementary school building still occupied by some elementary school students. Without benefit of ideology, he sensed that this school could be of considerable service to students who could not afford to go away from home to college, to late-blooming kinds of students, and to many students for whom four years of college were not really necessary. He sensed that a particular kind of teacher was needed for such a college, and his analysis of the teaching function and the kind of training necessary for it seem one of the most perceptive in the literature. He faces, without recourse to jargon, the characteristics of the students who come, the problems of a commuting institution, and the traits and attributes needed by the president of this new type of institution. About the only serious caveat is that he might have been a little bit more critical in his use of some of the data; for example, data regarding the proportion of junior college students who transfer. But this is so minor, in view of the style and quality of the book, that it should bother no one seriously.

Charles E. Ford and **Edgar L. Roy, Jr.,** have prepared *The Renewal of Catholic Higher Education,* Washington, National Catholic Education Association, 1968 ($3.50). This is a codification of the principal points developed in a working paper for the improvement of Catholic higher education, a study which came in response to Father Paul Reinert's demand for a carefully prepared flexible blueprint for Catholic higher education in the future. Basic information was obtained from a questionnaire and interview study which was intended to establish the general picture of the quantitative dimension within Catholic colleges and universities during the 1965-66 academic year.

The book points out that Catholic higher education, instead of being a monolithic structure, is essentially a collection of diverse institutions. Catholic institutions, perhaps even more than other private institutions, are rapidly facing a financial crisis, partly because of the increases in costs, but also because of the decline in the number of religious available for services in Catholic institutions. A second key issue involves the question of the role of religious orders and the role of lay faculty in the conduct of these institutions. Until recently, religious orders controlled boards of trustees, and while a number of institutions have experimented with combinations, the most desirable board composition is still somewhat in doubt. Thirdly, Catholic education, like other forms of American higher education, has in the past not been systematically planned. If it is to remain viable, planning must become much more significant, not only within institutions and orders but within large regions.

The bulk of the book consists of a series of recommendations directed primarily to institutions. The recommendations appear generally to be consistent with conventional wisdom about collegiate education. A few appear to be homiletic rather than strong guidelines to govern institutional conduct. Thus, no one can really quarrel with urging that planning be distinguished from dreaming, or that perspective is necessary for sound planning, or that decision-making requires responsibility. However, telling Catholic institutions to open themselves for coordination with other institutions, or recommending that the college and university departments of the Catholic Education Association should be strengthened are helpful. Of similar value are the classification of institutions within the Catholic orbit and an elaboration of the differences according to type.

Harry E. Smith, in *Secularization and the University,* Richmond, John Knox Press, 1968 ($2.95), faces without fear the growing secularization of society and even of theology. He feels that only through living and coping with secularization can the church function in the modern world, and he believes that no matter how far secularization moves, there will still be a domain for religion in human affairs.

While much of the book deals with the concepts of secularization and theology, the important portions, in the light of the title, come in the last twenty pages. Here he argues that the church should welcome all approaches to truth, and that if it does so, there can be no conflict between it and the secular university. The church should, of course, seek a place for religion in the curriculum, not as any kind of unifying principle but rather in the belief that religion is one important dimension for the freeing of persons for a more truly human existence. Even in religiously related schools, the church must make sure that its aim is not the conversion of students or the reestablishment of theological sovereignty, but the opportunity to compete in the open market of conflicting ideas, and to make whatever contribution theological reflection can to the university's exploration of all dimensions of truth. The church should seek to preserve freedom of inquiry, immunity from alien domination, and the power of self-determination. It must recognize that other disciplines than religion are raising questions of consequence and seeking answers to them.

However, just as the church must be open regarding the essential nature of the university, it has the right to expect the university to be open to the wide variety of approaches to truth. There has been some invasion of disciplines by the exclusively positivistic method of the sciences, and to the extent that this approach establishes a hegemony the university is limited in its effectiveness.

This is undoubtedly one of the most liberal expositions of the relationship between the church and the university to have been published recently. If a number of people in church-related institutions would read and ponder the lessons Mr. Smith teaches, one would predict a significant upsurge in the quality of higher education.

The Professional School and World Affairs, Albuquerque, University of New Mexico Press, 1968, is a long, complex, and somewhat dull report of a study on the subject conducted under the auspices of Education and World Affairs. It attempts to summarize the findings of task forces, each of which examined pairs of professional fields from a standpoint of how practitioners were prepared for foreign involvement, how foreign assistance was actually provided, and how foreign students could be better served when they came to the United States for professional training.

The background for the study assumes that over 50 percent of American undergraduates take their bachelor's work in a professional school as do the majority of foreign students, and that overseas operations are each year becoming of greater and greater significance for American colleges and universities. The principal message which the report attempts to convey is "the need for professional schools to approach the opportunities for major service on a worldwide scale, with interest, commitment, the sense of the possible, and a dedication to the best traditions of these fields which, because of the universality of the professional function, are inevitably worldwide."

Each of the sections deals with a professional field and attempts to describe what the involvement presently is with respect to world affairs, what the involvement ideally could be, and what the professional schools ought to be doing. In curricular matters, the answer seems to be uniform in most of the reports, with emphasis on the need for every professional to have some exposure to course work dealing with international matters. The great value of travel was also argued both for students and for faculty members who then could vicariously convey some feeling for internationalism to their students. Several of the more vexing matters, such as the brain drain, also receive attention, and at least a plea is made for more ethical approaches to professionally trained people who are natives of developing nations. Medicine, in this regard, was of course one of the more serious problems.

The book is not one which should be read straight through. Short stretches of material on individual professional fields are really about all one can assimilate at a given sitting. The lone question which seems to have evaded most of the discussions concerning inclusion of international work into the curriculum was the question of what gets left out. The book has the general weakness of a committee report reflected in its quite pedestrian style.

John H. Knowles has edited *Views of Medical Education and Medical Care,* Cambridge, Harvard University Press, 1968, ($4.75), and presents a series of lectures sponsored jointly by the Lowell Institute and the Massachusetts General Hospital during the spring of 1966. The overall tone of the book is one of dissatisfaction with the complacency and conventional wisdom concerning medicine and medical education. The essayists were not all medical men, there being a physicist, politician, and psychologist among the group.

In some respects the series could be called "John Dewey Revisited," because most of the essays reflect the sort of pragmatic approach to education which characterized Dewey's thinking. Thus, one argues that premedical education could be shortened and medical education improved by giving students freedom and responsibility to explore areas of interest to them through cooperative work between colleges, medical schools, and training hospitals. The total time needed to train physicians could be enormously shortened. A second essayist points out the interrelationship in disease of social, physical, and biological factors and decries the fact that so little time is given to the behavioral and social sciences in the medical school curriculum. He feels that only if doctors understand the psychological and sociological factors can they truly render effective health service. A university president argues that medicine has no problems other than those of its own success, and then suggests the dysfunctioning which has come about as the art and science of medicine have become separated. Several other writers argue that the concept of the individual practitioner of medicine is obsolete and in spite of the misgivings of the power structure within the American Medical Association, major changes in the policies of medical service are necessary.

The essays are clearly designed for the layman but they are rich with suggestions applicable not only to medical education but to other forms of education as well. Even one concerned with the liberal arts curriculum could derive considerable value from this collection of quite wise statements.

Frequently, published reports of symposia are not particularly readable, nor of much value except as an historical document. However, *The Development of Doctoral Programs by the Small Liberal Arts College,* Brunswick, Bowdoin College, 1968, is an outstanding exception. It contains the principal statements and the dialogue from a symposium held in 1967. Bowdoin, like other strong liberal arts colleges, ponders whether or not it should enter graduate work leading to the doctorate. The reasons for forcing consideration were, for the most part, judged obvious: difficulty in staffing unless doctoral programs were available, need to provide more specialized courses for precocious undergraduates, and the social need to provide more earned doctorates in order to meet presumed staffing shortages. Arguments are given both for and against the idea, with several arguing that a college the size of Bowdoin would simply dissipate its resources and jeopardize its undergraduate effort if it were to enter graduate work, while others argue that perhaps institutions such as Bowdoin have a responsibility to try to make new approaches to the problem of graduate education. One of the more substantive papers was that prepared by Allan Cartter who developed more fully than he has elsewhere his thesis that the supply-demand picture regarding Ph.D. college faculties will be radically improved by the 1970's.

Throughout the discussion there is a very real attempt to stay away from a global concept of graduate education and to suggest that institutions might move differently according to field. Clearly such a symposium is not intended to solve a problem or to provide definitive answers, but this one did succeed in exposing almost every facet of the problem with perhaps the one significant exception of the substance and method of instruction to be involved in graduate training.

Harold J. Alford has written *Continuing Education in Action,* New York, John Wiley and Sons, 1968, intending to provide guidelines for institutions seeking to develop centers for continuing education. However, it actually is a descriptive statement as to how the Kellogg Foundation supported the creation of a number of centers for continuing education, and is a poem in praise of efforts to bring educational experience to large segments of the society. But the book does document an impressive development of one kind of educational activity. In 1951, there were five university-based centers for continuing education, and in 1968 there are approximately eighty, encouraged in part by the impressive assistance which the Kellogg Foundation provided.

Two other works should be considered together: **Ethel Venables'** *Young Workers at College: A Study of a Local Technology,* New York, Humanities Press, 1968 ($6.50), and **Burton R. Clark's** *Adult Education in Transition: A Study in Institutional Insecurity,* Berkeley, California, University of California Press, 1968. Both are examples of institutional research, and both study an educational enterprise somewhat apart from the mainstream of collegiate education, designed to upgrade the skills, earning capacities, and status of members of the working class. But the volumes also reveal a fundamental difference in the mode of treating a similar subject by British and American scholars.

Lady Venables says quite frankly she is interested in seeing how students at a local technical college fared, what sorts of people they were, what happened to them as a result of part-time educational experience, and whether or not the technical college was fulfilling the mission set for itself. She is quite willing to and does use psychometric information, interview information, personally written essays, and a mass of other reports. Her interest seems to be in clarity and precision of portrayal, and she makes no pretense of surrounding her work with a theoretical structure.

Clark, however, was preparing to become a sociologist when he did his study, and while it is a study of a single enterprise that is the adult program of the Los Angeles City School System, he clouds his description with a difficult-to-understand set of theories. He says his study is a study in the sociology of formal organization, with a prime emphasis on the analysis of organizational action as a way of understanding processes of institutional change. Once the reader gets beyond his theories, however, the book becomes descriptive of how adult education historically has been handled in California, how it is organized, the clientele it serves, and with what apparent degree of success. However, throughout it is a less effective description than the British book, simply because the author can't let go of his faith that somehow his theory is being tested by his exploration. It really doesn't require a sophisticated theory to understand that when support is provided on the basis of average daily attendance, administrators are interested in keeping that figure high. Nor does his conclusion that there is a limit on the range of competences even a conglomerate organization can achieve.

John Lawlor has edited *The New University,* New York, Columbia University Press, 1968, which should make an interesting companion piece for a book to be published in 1969 by the American Council on Education on new American institutions. This book describes in a series of essays of quite uneven quality some of the forces which have operated to press for the creation of new institutions in the United Kingdom; and it describes what some of those institutions are like. The dust jacket indicates that some attention will be given to comparing British with American experience, but this did not come off. Basically, the book deals with the creation of British institutions and indicates quite clearly how traditional forms of higher education can distort even the most powerful social pressures so that new institutions are created with strong resemblances to the Oxford-Cambridge tradition. The one interesting exception is the essay describing the creation of new institutions in New Zealand, where social pressures seem to have been more effective.

Sidney S. Letter has edited *New Prospects for the Small Liberal Arts College,* New York, Teachers College, Columbia University, 1968. This is one more in the series produced through the Institute for Higher Education, and consists of papers delivered at a workshop for liberal arts college presidents. Generally, the essays are of quite high order and their authors seem usually to speak from the same set of presuppositions. McGrath and Sanford are critical of the drift toward higher and higher selectivity by institutions on the single dimension of academic aptitude; Morris Keeton sees a clear need for student involvement in the establishment of institutional policy; and institutional cooperation is regarded as a definite good. Probably this collection of essays won't help small colleges to remain viable, but it will certainly let their readers know that some people still care for them.

Administration

Under this broad rubric are subsumed a mixture of things—the deanship, business practice, faculty affairs, and academic innovations. No common point of view pervades and in light of the significance of administration, the output is light quantitatively and qualitatively. But, thank fortune, presidential memoirs are missing as are restatements of sterile lists of duties of administrative officers.

Arthur J. Dibden has codified the conventional wisdom in an edited volume called *The Academic Deanship in American Colleges and Universities,* Carbondale, Southern Illinons University Press, 1968 ($7.50). Dibden, when he edited this volume, was professor of higher education at Southern Illinois University, and undoubtedly his selections are those which he would assign to graduate students who were preparing for careers in college administration.

Generally the essays are descriptive, theoretical, or occasionally polemical regarding what sort of a person the academic dean is or should be and what sorts of activities normally consume his professional life. There are several empirical essays describing either normative elements of the dean's role or the history of the evolution of the office of the dean.

Obviously in a volume which contains nineteen different essays it would be impossible to comment substantively on all of them. Generally, however, the point of view is that the academic dean is in a paradoxical position, neither clearly central administration nor clearly faculty. A few of the essays do suggest the emerging characteristic of the office, moving as it did from a professor who administers on a part-time basis (before World War II) to a full-time administrator with the complete paraphernalia of an executive role. One wonders why Dibden selected some of these essays if his intent was to encourage aspirant administrators to move into the deanship, for several of the essays etch quite an undesirable picture.

The collection does serve as an important benchmark of what is currently believed about deaning. As such, it should be of greatest value to graduate students studying academic administration. Hopefully, it will serve a second value which would be to stimulate more fundamental research about the deanship based on emerging theory from the behavioral sciences and from the study of business and public administration.

M. M. Chambers in *Higher Education: Who Pays? Who Gains?* Bloomington, Interstate Printers and Publishers, 1968, argues his by now well-known notions about the economics of higher education. He clearly is a man of tax-supported education who believes that it is quite proper that each year, public higher education should take over a larger and larger proportion of student enrollment and should be extended free to all students. Private higher education he would allow to continue but would object to any sort of tax relief or public support for those institutions. He feels that private education will continue and that it can do very well pricing itself at what it costs to serve those people who can afford its amenities. He is convinced that federal support must ultimately take the form of direct institutional grants with a gradual phasing out of categorical support which in his judgment helps much too small a group of institutions. And these institutional grants should ideally go to individual institutions rather than to state systems. He feels that the only good thing one can say about statewide systems of coordination is that they haven't as yet developed a great deal of power.

Professor Chambers is not a man to conceal his likes and dislikes. Thus he is skeptical of the operations of foundations but believes that states can revise their tax structures so as to carry a substantial part of the cost of higher education.

The weakest portion in this clearly defensible thesis about finance is the tendency of the author to name-call. One wonders what is gained by the statement "the fragmentation of the project grant system, threatening as it does the integrity of the universities and creating an arrogant caste of grant-swingers, including a swarm of influence men encamped in Washington and selling their services, already show signs of ultimately losing its hegemony."

One can't help but have the feeling from reading all of Professor Chambers' book that his ideal is something like the state of Indiana, which has preserved institutional autonomy. There are, however, other conclusions which reasonable men could reach about the vitality of the Indiana system. Professor Chambers also seems to posit education as being of the highest social good even in the face of growing political concern that such problems as poverty and pollution might have a higher claim to tax dollars than does even higher education.

The American Council on Education once more has made an important contribution to a technical problem in higher education by bringing out a revised edition of *College and University Business Administration,* Washington, the American Council on Education, 1968. This one-volume revision of a work originally published in two volumes in the 1950's attempts to codify how colleges and universities might be administered, especially with respect to financial management. The committee which put together the revision reflects higher education, government, and business, and the volume reveals their effort through the blandness with which the various topics are treated. The committee comes out in favor of a unitary system of administration, of giving greater attention to legal implications of administrative decisions, and of a relatively consecutive fiscal policy. The original volumes were produced to help create some uniformity in business practices in institutions of higher education, and the present revision should further achieve that goal.

This is a no-nonsense sort of book, clearly prescriptive with respect to many practices, although broadly normative with respect to a few significant matters. Thus, "the personnel department *should* develop training programs for supervisors," and "the administration of the personnel program *should* be the responsibility of the chief business officer." (Italics added.) These leave little doubt as to what is being recommended, but "the procedures for supervision of the portfolio vary among institutions." "A more usual arrangement is for the institution's full-time investment officer or an independent investment adviser to operate within the limits of a comprehensive policy." Or, "some institutions decline to undertake research programs in which information must be classified for security reasons or is otherwise restricted." Such statements don't really provide the inexperienced administrator with helpful guidelines. This is relatively minor criticism, however. The book should be in the possession of every president and business officer, and every doctoral student preparing for college administration should be required to digest the book in its entirety.

Richard I. Evans and **Peter K. Leppman** have written *Resistance to Innovation in Higher Education,* San Francisco, Jossey-Bass, Inc., 1968 ($7.50). It is one more in the series of works on higher education published by this relatively new San Francisco firm. It reports on a research study designed to find out how well or poorly instructional TV was accepted by the faculty of a former municipal university now joined as part of a state system of higher education. The institution under question was one of the earlier large universities to attempt to make TV an important part of its educational program.

With strong administrative support a series of experiments were generated and, as was to be expected, encountered varying degrees of acceptance or rejection on the part of students and the professoriate. The overall reaction by professors was somewhat negative but there was one group that seemed genuinely interested; another seemed ready to resist until the death the intrusion of this mechanical monster. Those who were accepting seemed typically less identified with a discipline in the sciences and arts, were more willing to try experimentation in a number of areas, and seemed more oriented toward the outside world than to the local institution. The accepter also seemed much more pragmatic in his general approach to professional problems than theoretical or scholarly. The authors' basic theoretical model suggests that there are types of people who are innovators and there are other types whom they label laggards, those resistant to all change. In general the questionnaire and interview data support this point of view.

Attempting to make use of Burton Clark's constructs of local and cosmopolitans, the authors suggest that the cosmopolitans would be more inclined to favor experiments with TV. This is quite possibly true at some institutions, but another hypothesis could be advanced that the cosmopolitans in major universities with a high degree of disciplinary orientation might be less inclined to experiment with pedagogy than professors at those institutions who stayed home and tended their gardens. One can agree that cosmopolitanism suggests a promising area for further research but with the caution that the results may differ from what the authors anticipate.

The value of the book clearly is that it represents one of the few early attempts to study empirically the impact of innovation on a college campus. It can scarcely, however, be considered more than just a promising introduction, for the institution in which the phenomenon was studied does not represent an archtype of either an American university or a single-purpose institution. The authors did attempt to check their impressions at nine other institutions and believe they have uncovered evidence to establish the comparability of Metro University with nine others. They are more convinced than I. Nonetheless, the experiments were worth doing and the book worth publishing.

Fred Luthans has written *The Faculty Promotion Process,* Iowa City, Bureau of Business and Economic Research, 1967, which is an attempt to show the relevance of management theory for the study of collegiate institutions. But an attempt is all that can be claimed for it. The author goes to the literature about higher education and seeks to show that little systematic study of the administrative process has actually been made. There have been a few, such as the older works of Thorstein, Veblen, Sinclair, Corson, Caplow, and McGee, but there has not been a substantial body of systematic research such as one finds concerning the corporate community.

The author then comes to the crux of his study, which is essentially a questionnaire study trying to identify promotion policies and practices in schools of business in forty-six large universities. His findings are not particularly startling. Generally institutions have policies which are actually written and these policies are most specific with respect to the processes by which recommendations for promotion are moved from the department on to central administration. More administrators than faculty believe that their institutions have adequate policies and that they work. A fair number of faculty members believe promotion policies are inadequate and may even be discriminatory with some positive relationship noted between successful achievement in the academic system and satisfaction with promotion policies. The author concludes that centralized promotion policy serves as the norm for faculty members' performance but that decentralized implementation of these control central administrative decisions.

The author doesn't say, but one has the distinct impression that this book is a re-do of a doctoral thesis. One would have a little bit more confidence in the entire presentation did he not consistently miscall the American Council on Education the American Association of Education. Also, although a fairly substantial bibliography is presented, one would be a little bit more confident had he at least noted the pioneering efforts of Floyd Reeves and John Dale Russell in the late twenties and early thirties. The book isn't a bad book; it just doesn't take you very far.

Proof of the almost universality of some things is *The Recruitment and Training of University Professors,* Ghent, International Association of Professors and Lecturers, 1967. The book consists of a rather long essay generalizing about the recruitment and training of university professors followed by profiles of the practices of individual nations. If the author's scholarship is sound, and there is no reason to doubt its competency, the same problems regarding staffing are endemic throughout the world.

Some form of doctorate is regarded as the chief preparation for a professorship along with requirements in theory and scholarship, ability to teach, and seniority. Of these, teaching ability plays a very minor part, with very few institutions or nations giving any attention to the preparation of professors for their teaching role. Rather, the tendency is to stress research and publication both in preparation and for later evaluation of professorial appoinment. Illustrative of the condition found throughout the world is that of Canada whose universities do appoint people primarily for teaching but offer small prospects for acquiring higher rank. There is a groundswell of opinion that perhaps universities should give some attention to preparation in pedagogy but this idealism has not generally been put into practice. For example, "The quality of teaching in higher education has recently also been questioned in the U.S.S.R." and an attempt has been made to assign the Ministry of Higher Education responsibility for quality control.

Generally in all nations support for students in a research assistant capacity is more prevalent than in a teaching capacity. Of particular contemporary interest is the experience of several Latin American countries that use students to help appraise professorial competence. ". . . Peru granted the students the right to participate directly in the election and promotion of the teaching staff with a one-third representation. When the University Board in 1966 decided to modify this legislation, the students went on strike. The university had to be closed for one semester."

Apparently women in higher education do not fare any better in other nations than they do in the United States. "No one country avows to discrimination but in practice women are much less numerous than are men."

Perhaps the only serious caveat this reviewer can have with respect to the scholarship of the book is with the generalizations concerning the financial condition of college professors. It attempts to show that in the United States, for example, college professors have suffered a loss in real purchasing power since 1939. This was undoubtedly true in 1958, but since that time salary increases have exceeded substantially increases in the Gross National Product and inflation and there has been a real gain.

Universities in all nations have some system of probationary appointment with eventual permanent appointment. Japan apparently has the most favorable situation from the standpoint of professors. Ninety-six percent of the faculty at Tokyo University are alumni of the institution and professors enjoy stability (permanent tenure from their initial appointment).

Admittedly the authors have had to rely on uneven data from the various nations but the attempt seems to have been a reasonable one and the book serves as a modest but valuable contribution to the comparative study of higher education.

The late **Arnold M. Rose,** just before his death, completed a frightening book entitled *Libel and Academic Freedom,* Minneapolis, University of Minnesota Press, 1968 ($7.95). Professor Rose was a sociologist at the University of Minnesota who early in his career collaborated with Gunnar Myrdal in the research for and preparation of the *American Dilemma.* During his tenure at the University of Minnesota he became somewhat active in Minnesota politics and was elected one term to the Legislature. It was at about this juncture that several right-wing extremist groups began to attack him both personally and as a representative of the university. The press gave rather wide coverage to the right-wing attacks and there gradually generated criticism throughout the state of the University of Minnesota.

Partly to exonerate himself from groundless charges but more importantly to alleviate criticism of the university, Professor Rose undertook that most difficult of legal efforts, a suit for libel against the extremists. In the beginning he felt he had a reasonable case but then as the Supreme Court began to modify the legal position of libel, he began to have doubts as to whether or not he could win. However, so extreme were the charges made against him in the course of the trial and so preoccupied did the defense seem to be with right-wing dogma that the trial jury found for Professor Rose and awarded him $20,000. The decision was overturned subsequently, but the appellate court indicated it was overturned on strictly legal grounds and that the lower court trial had completely exonerated Rose.

The terrifying part of the book lies in the fact that apparently any professional or public person is now at the complete mercy of whatever extremist group wants to criticize him in public even though the charges are groundless. Also frightening is the kind of irrationality which characterizes the beliefs and utterances of the extremist groups.

The book is well written and even the inclusion of fairly lengthy citations from the trial and from other documents do not detract from the flow of the narrative. Perhaps the only serious fault is the tendency on the part of the author perhaps overly to generalize about the role right-wing extremists actually have played in such events as the nomination of former Senator Goldwater for the Presidency. That event was somewhat more complicated than Professor Rose's generalization would suggest.

The Culture of the University: Governance and Education, Berkeley, University of California, 1968, is the report of a joint faculty-student committee appointed to diagnose the educational ills of the university and to recommend remedies. This it does in clear yet passionate language. It catalogues the ills as excessive size, divisiveness of faculty, students, and administration, and an overly centralized organization unresponsive to the needs of various groups of humans who comprise the Berkeley campus. Its solutions are decentralization of power, reorganization of the senate committee structure, creation of a student senate, creation of an independent judicial authority, inclusion of students on committees on academic policies, and extension of personal freedoms to students.

It strikes one as being far superior to the report of the Select Committee published under the title *Education at Berkeley*. While only cheaply bound and printed, it deserves wide reading. Hopefully it will yet be printed in more permanent form.

Mark H. Ingraham, in collaboration with **Francis P. King,** has produced *The Mirror of Brass,* Madison, University of Wisconsin Press, 1968, which is a detailed resume of salaries, compensations, and perquisites of college and university administrations. In addition to providing a great deal of factual information, this reference work shows a number of critical problems which higher education must solve. High among these is the problem of overwork. Far from being overadministered, colleges and universities are underadministered, and administrative officers simply are expected to do too much. Secondly, frayed relationships are growing between administrators and the faculty members. Typically, administrators feel that faculty members have greater privileges than they do, and would like to share in some of these. There seems to be a tendency on the part of administrators to seek, when they are qualified, faculty rank as well as administrative position. The bias of the principal author is revealed in his final words: "For two years, through replies to the questionnaire, I have lived mostly with more college administrators than I know in the flesh. I like their company."

Curriculum

It is amazing that matters as central to the purpose of educational institutions as the curriculum and teaching receive such little systematic attention in the literature of higher education. There are few broad theoretical analyses available and, until recently, few critical commentaries about the ways courses have been combined into programs. Thus it is particularly gratifying that 1968 did produce Dressel's formulation on broad curricular problems and a few attempts to criticize some professional programs. While the latter may make no lasting contribution, the very fact that they are published at all is something of a miracle in view of past history.

Paul L. Dressel has written *College and University Curriculum*, Berkeley, McCutchan Publishing Corporation, 1968. In this book Dressel brings over twenty years of thinking about the collegiate curriculum into a systematic statement which is almost unique in the literature of higher education. He orients his curricular thinking in the Tyler tradition by requiring a statement of objectives, but he carries Tyler's thinking a step further by arguing that the curriculum should seek to develop a number of competencies which he then enumerates and elaborates. For the most part the author is caustic in criticizing the lack of concern for objectives and the lack of evaluation effort in collegiate education and shows how these things could become a reality. Somehow within a brief compass he manages to comment on virtually every curricular innovation currently found in the literature about higher education ranging from honors courses, integrated seminars, and independent study on to newer developments in graduate and professional education.

It is always difficult to predict the potential impact of a book. This one deserves to have substantial influence but as Professor Dressel himself would be the first to admit, given the nature of college faculties, it probably won't.

New Careers and Curriculum Change, Atlanta, Southern Regional Education Board, 1968, was produced in connection with an attempt to improve predominantly Negro education in the South, but it transcends that purpose considerably. The report makes a careful analysis of the relationship between studies and careers and suggests how curricular structures ought to be modified if more realistic views of careers are taken. Almost each paragraph contains a principle which seems based on the most relevant recent scholarship; thus it considers the freshman year the most significant, emphasizes a long enough orientation to college to make a difference, and holds the positive belief that students can learn rather than the negative belief that most can't. It urges teachers to look closely at the types of rewards and incentives they offer, and once again places rewards over punishment. A few of the suggestions the committee makes should be questioned, as, for example, the generalization that a good general education is the best early preparation for all careers; but the book is startlingly free from such questionable affirmations. This book is one more example of the important work which SREB and some of the other para-educational organizations are doing to upgrade education.

Eric Larrabee has edited *Museums and Education*, Washington, Smithsonian Institute Press, 1968 ($6.50), which includes papers delivered at a conference held in 1966 at the Smithsonian Institute. The objectives of the conference were to survey present relations between museums and education, to explain possible methods of involving museums more directly and more fruitfully in education at all levels, and to formulate proposals for research and development activities relating to museums and education. It is a curious volume and for this reader at least, opened up some avenues of thought which had never occurred to him.

The essays approach the subject from many directions. One shows how museums have traditionally related to the various levels of education. (Apparently, the relationship is quite good in the elementary and early school levels, quite poor during the college years, and quite good in the postdoctoral research years.) Others argue that America's museums represent one of its major intellectual resources; and some quite specific essays deal with such technical matters as how to organize exhibits or strike a proper balance between under- and overinterpretation to the public.

As with so many other educational-related industries, the museum field is finding it difficult to recruit well-trained workers. In the past, museums have relied on the apprenticeship system but this is proving inadequate in view of the enormous expansion of museum work since World War II. The conferees urged that all levels of higher education, and especially the two-year college, explore possible training programs to produce the needed professional and semiprofessional workers. However, simultaneously, an increase must come in the financial returns from museum work. It still is not competitive with university life.

The book is not likely ever to become a best seller but does seem to fill a gap in educational literature which many of us didn't realize existed. As with other conference reports, this one ends up with recommendations for a program of action, and an agreement that museum workers should come together more frequently and perhaps even discuss some controversial issues which could conceivably divide the profession as well as affect the consuming public.

Don Cameron Allen, in *The Ph.D. in English and American Literature*, New York, Holt, Rinehart & Winston, 1968 ($6.50), presents in spritely if slightly precious style the results of a large questionnaire study concerning the Ph.D. in English. He sums up briefly the evolution of doctoral study in the United States, and describes something of the content of early doctoral programs in English. Questionnaires were sent to recent Ph.D. winners, to not-so-recent holders of that degree, and to department heads. Their responses generally reveal that it takes too long for one to earn a degree, and that the language requirements are, for the most part, *pro forma* and punitive requirements. While some found courses to be of assistance, a fair percentage found graduate courses to be stale rehashes of work which could better be accomplished through reading. A few thought that the dissertation may have had some value, but that most of them were not really contributions to knowledge. Preliminary examinations were found to be the most substantial hurdle, while the final oral examination was regarded by recent degree winners as something of a farce, a ritualistic but nonetheless reasonably pleasant exercise. Contrary to popular belief, the graduate departments of English seem to leave placement of students to the students themselves, and recently graduates have been quite successful in their efforts.

The author ends the report with a series of, for the most part, quite common-sense recommendations. If the flow of students into doctoral programs is to be increased, greater stimulation must be provided by the undergraduate programs. A four-year degree program with requirements reasonably publicized would be much preferable to present indeterminate ones. No institution should enter doctoral work with a library of under 500,000 titles. It might help if the major graduate schools could reach some general agreement as to requirements for the doctorate, so that students could know what to expect, and then perhaps make a more sensible decision as to the graduate school they will attend. Greater use should be made of independent study and true seminar work. Perhaps the most profound suggestion is that graduate schools regard the Ph.D. as what it is, a definite training for a profession. This then would eliminate some of the requirements which are posited on the assumption that the Ph.D. is the mark of a broadly and culturally educated individual. Language requirements should be thrown out, and since 93 percent of the doctorates in English go into college teaching, all candidates should have some cadet teaching experience.

The author uses an excellent device of placing tabulations in the appendix, thus not cluttering up the text, which reads well. The generalizations stand out, and for those who want to check, the data are available. If only other disciplines would mount similar studies and, miracle of miracles, if departments would read these studies and take them seriously.

John Tracy Ellis has published *Essays in Seminary Education*, Notre Dame, Fides Publishers, Inc., 1968 ($5.95). Father Ellis, drawing on a lifetime of scholarship in church and educational history, has presented an overview of the evolution of seminary education and an interpretation of the current problems it faces. He outlines the generally familiar story of how seminary education emerged out of monastic schools and medieval universities, how it fell into disrepair just prior to the Protestant Revolt, and how it has experienced a renaissance following the Council of Trent and sparked in part at least by the early work of the Jesuits. This early historical resume hits the high points but is written in an overly generalized fashion. One might have wished more actual details of what actually was or was not being taught and what regimen was and was not actually being followed in the various peaks and troughs of seminary education.

Father Ellis is much more comfortable with the American scene and is most comfortable when he analyzes the contemporary problems of the seminary and the contemporary paradoxes of the Catholic intellectual. The number of seminarians is declining each year. Clearly the church has become concerned to make the curriculum more attractive to intellectually capable young people, and clearly it would be quite difficult to predict at this point whether or not seminary education can once again be viable. Father Ellis is skeptically optimistic, but the skeptical reader might have wished for more evidence upon which to base optimism. The book is a worthwhile contribution to educational history and for it we should be grateful to Father Ellis.

The University Teaching of Social Sciences and International Law, by **René-Jean Dupery,** Paris, UNESCO, 1967, ($3.50 paper), presents little that is surprising. The book is based on questionnaires sent to representatives of 13 countries who also prepared descriptive analyses of what they thought characterized their nations. Generally universities rather than specialized research agencies teach international law and it is most often taught by persons who have university and legal training. Professors are appointed in ways similar to those used in other fields. The departmental home is either political science or law with no generalization possible as to which obtains for which nations.

International law is not a large field and, except in a few nations where the subject is prescribed, enrollments are not large. Regardless of country, the lecture was the prevailing system of instruction with some modification for treatment of cases. The author should be commended for not attempting an overquantification of what must be soft data. One could wish that more American surveys were reported in the same brief, unpretentious form.

Aaron Finerman has edited *University Education in Computing Sciences,* New York, Academic Press, 1968 ($12.00), and in it presents the papers given at a conference on Academic and Related Research Programs in Computing Science, held in the summer of 1967. What these papers reveal is that the place of computing science, the place that it should occupy in a university, and indeed the proper utiliziation of computer centers represent such new phenomena that there are really no satisfactory guidelines to help institutions deal with computers.

The conference was intended to raise issues and this it did; but there was no agreement as to whether there should be a separate department of computer science or whether it should be lodged in mathematics, engineering, or some other field. The question of how to prepare people for computer work was raised, but there was no agreement as to whether a bachelor's degree in computing science was appropriate and, if it was, whether it was properly a prerequisite for a master's or doctoral program. There was general agreement that people trained to the doctoral level in computer work were desirable, but there was little agreement as to whether their theses should be theoretically mathematical or hardware based. There was general agreement that eventually a high proportion of undergraduate students would have need for some understanding of a computer, but no agreement and few suggestions as to how computer people could provide this service to the institution.

The charm of this book, if such a term can be used about the subject, lies in the very fact that there was so little agreement. It would be unnatural to expect a consensus in a field so new. The book contrasts quite favorably with the pedestrian attempts to solve curricular problems in social psychology, about which comments follow.

A document which could almost be considered an important piece of evidence as to what is wrong with college education is *Higher Education in Social Psychology,* edited by **Sven Lundstedt,** Cleveland, Ohio, the Press of Case Western University, 1968 ($7.50). The book contains papers delivered at a conference on Graduate Training in Social Psychology, and includes a brief historical note about the evolution of social psychology as a subdiscipline and an indication of the bifurcation of that discipline into its psychological and sociological parts which persist to this day. Most of the papers describe programs at individual institutions. These, for the most part, are "We have these courses and we teach them this way and we believe this is what happens" sorts of analyses. Several institutional programs are described by graduate students but they are no more educationally insightful nor incisive than are those of their professors. A concluding chapter on themes and issues begins with several comments implying that the insights of social psychology might have relevance for the educational process. It begins with a discussion of peer group interactions and the importance of sociocultural differences, but this approach is quickly forgotten and the author talks about the curriculum as though the disciplines of psychology and social psychology really couldn't speak to educational issues. "The final solution would seem to be some kind of meaningful balance between the natural inclination to choose for oneself and the requirement that such freedom be channeled toward an educated and informed choice." One simply wonders why social psychologists discussing the educational programs in which they are involved could not have done as the social psychologist Nevitt Sanford has done, which is to look at education through the eyes provided by this promising but unfulfilled discipline.

David G. Scanlon and **James J. Shields** have edited *Problems and Prospects in International Education.* New York, Teachers College Press, 1968 ($12.50), and in it present not a bad collection of papers describing for the most part programs of international education. The editors point out that international education is a new but rapidly growing field, and they have brought together a number of what otherwise might have been fugitive papers to help orient students of international education.

The tenor of the book is reflected in the notions that education has an indispensable role in all technical assistance programs geared to the development of the new nations in Africa, Asia, and Latin America. The strategems of waging peace and winning the cold war have brought the rich, developed nations of the West into the poor, vastly underdeveloped nations to combat the forces of poverty, ignorance, hunger, and disease. But the process of successfully transmitting the knowledge and experience of one culture to another is extremely complex, requiring a deep understanding of the people to be educated. In spite of some undergirding altruism, the primary purpose of most cultural relations programs is to promote a favorable image abroad of the donor nation or the sponsoring agency. Much previous practice has been based on the assumption that somehow intercultural visitation of people was almost an unmixed good. Such an assumption has in fact been overly simplified and overly optimistic, and there is a sizable body of evidence that visits even for an extended period have little effect on the attitudes of the visitor toward the country visited. Generally there has been considerable dissatisfaction with the efforts of the United States in international educational affairs, and proponents for deeper involvement have high hopes that ultimately the International Education Act will be funded and made operative.

Aston R. Williams has prepared *General Education in Higher Education,* New York, Teachers College Press, 1968, using quite a confused and confusing organization. The author seeks to explore the present stage of the general education movement. Part of the confusion stems from his attempt to interpret the American version of general education by all too frequent allusions to British education policy. The principal technique for considering the various substances of programs in general education is to compare pairs of somewhat disparate institutions, for example, Harvard University and MIT, the College of the University of Chicago and the University College of Michigan State.

Perhaps the chief weakness of the book is that the author continues to fall into the trap of confusing general education with other kinds of educational activity designed to broaden and deepen an individual's awareness of the world which surrounds him. A more productive course might be to narrow a definition of education to a point that one could say with some confidence, "This course is designed to meet the needs of general education and that course is not." The author has, however, managed to look at the bulk of the literature about general education and to bring this material into some kind of perspective. Nonetheless, the book stands as one of the less satisfying productions of the Teachers College Institute of Higher Education.

Warren Bryan Martin has written *Alternative to Irrelevance*, Nashville, Abbington Press, 1968. This represents the thoughtful efforts of a concerned educator to analyze the problems of undergraduate education and to suggest remedies. He believes that in spite of pretensions to diversity, the United States presently has but several variations of one model for rendering undergraduate education. The model is the "versity" and the variations are the miniversity, the university, the multiversity. Institutions which are seeking to become one of these really don't serve any value for diversity. What is really needed are alternatives; but alternatives can only be created through uncovering divergent educational philosophies. At present most institutions seem rooted in the 18th and 19th century conviction that there is an ordered and orderly universe—this in spite of the fact that the natural sciences have seriously called this assumption into question. But other philosophic presuppositions can be established and a curriculum and set of teaching experiences built upon them.

One significant alternative model is the cluster college serving a limited number of people along limited dimensions. It would be possible to visualize a number of cluster colleges around a central core of institutional services, which would be sharply different from the present "versity" style. In the cluster college there would be reflected a great deal of individual personal interaction, a valuing of affection, and a valuing of the existential life of students.

Professor Martin's book is an attractive essay. The idea of a cluster college has considerable appeal. However, he can be taken to task for not facing up to the economic and structural problems which cluster colleges create. He quite obviously is writing out of his experience with the Raymond Campus of the University of the Pacific, but even there the theory appears to be breaking down because of the reality of economic conditions. It may be that the alternative to irrelevance cannot be found until alternative systems of finance are discovered.

Reflective of somewhat the same point of view is **Aage Rosendal Nielsen,** who has written *Lust for Learning*, Thy, Denmark, Bornerups Bogtrykkeri, 1968. This is a description of an experimental college designed to provide education for students from many nations. It is a school conducted on a financial shoestring, which seeks to bring students and faculty together in the freest sort of context. The school came as a result of the author attending the National Conference on Higher Education in 1959 and deciding that somehow he could do a better job of education than was being done by American educators.

The school is based on the idea that the individual is the highest authority at New Experimental College, and that all final decisions concerning work at the college are in the hands of individuals. While he as one of the leaders can make some decisions, these are always subject to review and repeal, if necessary, by the entire community. The point of view regarding education is based on the belief that every person has a lust for learning, and that this lust will become operative if the person is placed in a free enough environment.

The style of presentation is a little disturbing, alternating, as it does, between relatively straightforward descriptive prose to quotations from discussions, catalogues, and the like. And there is a romantic strain to the language which makes it a little difficult to follow.

The book doesn't really produce evidence as to how the school has indeed worked now that it has been going on for seven years. The author is happy with the outcomes and he quotes several who taught there as also being pleased, but he doesn't really tell us what happens to the students once they leave, except to say in a very general way that they do succeed in further education typically. It is good, however, that such experiments are conducted, for while the total idea of the experimental college might not function in the American system, the general approach to human beings as being essentially healthy, creative, and spontaneous is a doctrine which could help improve American practice.

Teaching and Teaching Techniques

No comments seem necessary concerning this category. The contributions speak for themselves and seem to say "College teaching is still not a profession having its own tested mechanisms for modifying human behavior."

Max S. Marshall has written *Teaching Without Grades,* Corvallis, Oregon State University Press, 1968. The author argues, based on almost 30 years' experience, that it is possible to teach courses in highly demanding professional fields without assigning grades. Grades tend to place the teacher in the role of a judge when students really need a friend and confident.

The author, for many years a professor of microbiology at the University of California Medical School, saw that most revisions of grading systems were simply renaming grades and keeping all of the inequities which grading perpetuates. He felt that both individually prepared or group prepared examinations were apt to be capricious, testing for the wrong things, hence leading students to study the wrong things. The only real solution to the problem is to eliminate grades completely and to demand achievement through the much more humane interaction with individual students as they proceed through their courses.

It is a happy sort of notion but one can wonder whether the author has really looked mass education in the face. What might be appropriate within the intimacy of a medical school might be found completely inappropriate just across the bay at the Berkeley campus. Nonetheless, the book is a useful addition to the literature. It does avoid the extremism of earlier critiques such as Hoffman's, and it should force faculty to reexamine some of their assumptions regarding the necessity of sanctions.

Three books which properly should be considered together are **Earl V. Pullias** and **James D. Young,** *A Teacher Is Many Things,* Bloomington, Indiana University Press, 1968 ($6.75); **Calvin E. Harbin,** *Teaching Power,* New York, Philosophical Library, 1967 ($4.95); and **C. Easton Rothwell,** *The Importance of Teaching,* New Haven, the Hazen Foundation, 1968.

The first volume is quite difficult to assess. Its authors seem to have almost a mystical faith in teaching as a high calling. Seeking to reveal the ideal of teaching, they describe the various roles which a teacher should play or does play. They believe that it is possible for teachers to have a clear and more deeply based understanding of the nature and meaning of teaching, and that this understanding will help offset tendencies toward staleness and aridity. While they do not reject empirical evidence, they recognize the paucity of it and have not hesitated to draw on their own rich experiences. They have tried to avoid the extremes of either irresponsible sentimentality or of extreme cynicism, and in general they have achieved this purpose. As they talk about the teacher as a guide, an inspirer of vision, an authority, a stimulator of creativity, a counselor, a scene designer, an actor, or a doer of routine, they have tried to be realistic. If one stays with the book, these various roles suggest how the reader could really change himself. At the end of each chapter the authors pose a series of questions for discussion, thus implying a pedagogical use for the book. These may detract from a potential market of jaded but still somewhat interested college professors who might just possibly improve their practice.

The Harbin volume uses a different approach. Rather than present roles, the author uses characteristics to describe his ideal. Thus there are characteristics of a powerful teacher, indicators of teaching power, lists of mental traits which an effective teacher should possess, and lists of criteria by which effective teaching could be measured. The idealism of the book is revealed in the concluding paragraph: "Powerful teaching can institute a permanent revolution in the lives of those who come in contact with it. It is highly threatening to the status quo, does not inordinately draw upon the past but looks to the dawning of a brighter day ahead."

Beamed much more directly at the undergraduate college teacher is the Rothwell volume, which is the final report of a committee on undergraduate teaching formed in 1964 and charged with advice and guidelines for beginning college teachers. It is a no-nonsense sort of report describing first the various conditions in which college teachers will function and the quite real differences between research-oriented universities, junior colleges, and liberal arts colleges. Describing the most prevalent techniques now employed in teaching it assumes that since the lecture and discussion will be here a long time, some effort should be made to improve them. The committee comes out in favor of attempts to evaluate teaching and to add increments to the normal Ph.D. program to make the young teacher more effective.

Generally this report on teaching seemed more satisfying than the companion report on students issued several months previously as the result of similar sorts of deliberations.

Lewis B. Mayhew has written *Innovation in Collegiate Instruction: Strategies for Change,* Atlanta, Southern Regional Education Board, 1968. The author sees the collegiate campus as a social and political subculture within which various desires, powers, and counterpowers must be organized and manipulated if educational change is to take place. At the heart of his theory of change is the role of central administration, which he believes is a dynamic force operating in tension with the conservatism of faculties. While the book presents some tentative principles, they should more properly be viewed as hypotheses which should be field tested in many different institutions.

Although the monograph is the product of one author, it is based in part on the deliberations of a conference on innovation sponsored in 1966 by the SREB. Indicative of the approach of the author is the statement: "The second principle is that all human beings, including faculty members, are sufficiently venal so that it is possible to purchase interest or purchase loyalty. Through financial incentives, through incentives of free time, through incentives of perquisites, it is possible to move faculty members from a preoccupation with limited disciplinary concerns to some interest in pedagogy and the broader problems of education."

The author hopes it will be of value to faculty and administrators. Whether it will or will not is of course for others to decide.

The Evaluation of Teaching, Washington, D.C., Pi Lambda Theta, 1967, is the sort of book which makes one dispair of real improvement in the practices of education. It consists of a series of background papers purportedly dealing with theory and research on teacher evaluation and then a reproduction of group discussions of issues raised. The background papers are no better but probably no worse than other similar appeals for greater scientific rigor in the study of education.

One essay makes some interesting comparisons between Central European Jewish culture in the 19th century and contemporary American culture, indicating that both were education-centered and both dealt with the problems of teaching in substantially the same way. Another reached the astounding conclusion that teaching takes place in a context and the context should be examined. Still another, which seems almost an essay in logic-chopping, classifies the various acts which a teacher does and then opines that each one of these types of acts should be evaluated. This particular essay moved along quite well until it encountered the criterion problem and reached the conclusion so many other attempts have also reached, that successful evaluation of teaching must await acceptance of criteria appropriate for acts of teaching.

This categorization continues in several of the other essays with one saying that teachers affect students through direct and indirect influence. This particular essay pompously argues "First, teachers are much more active verbally than are pupils. Second, teachers structure what is to be done, solicit responses, and also react to pupil responses." It surely doesn't take an elaborate research effort to discover the truism that teachers talk more than students. This particular essay also ends with the remark that a number of hypotheses exist but none of them have been tested. Still another essay using the paraphernalia of scholarship quotes Cronbach's remark that "No one set of principles of evaluation is universally appropriate." Somehow an appeal to authority to indicate that education is complex and its many facets should be examined doesn't really seem necessary.

The reproduction of the discussions is better prepared than most such efforts. Undoubtedly the participants had great fun asking each other to elaborate on the esoteric terminology used, but one must ask the question, What did it all add up to?

Learning and the Professors, edited by **Ohmer Milton** and **Joseph Shoben,** Athens, Ohio University Press, 1968 ($5.50), is unusually coherent for an edited work. There is a consistent theme and there is substance. Overly simplified, the idea which the selected pieces elaborate is that we really do know a great deal about how to improve education—it's just that we are not willing to use insights which are available. Thus the fact is that acceleration really doesn't harm students, that automated instruction can produce important gains, that self-directed groups may learn more than when a teacher is present, that the specific kind of college environment has something to do with the outcomes of education, and that it is possible, given inventive planning, to develop skills in critical thinking and even to modify attitudes.

The problem still persists as to how to bring this book and the wisdom it contains to the attention of the run-of-the-mill faculty member professing his subject in ways he saw it professed when he was a student.

Howard S. Becker, Blanche Erger, and **Everett Hughes** have written

Making the Grade, New York, John Wiley & Sons, Inc., 1968. In it they document the generally recognized phenomenon that grades are highly important to college students, and it is the grade which motivates student response to an institution rather than other loftier concerns. Wilbert J. McKeachie remarked long ago of the motivating power of examinations, suggesting that it was to the content of examinations that students responded rather than to statements of course objectives and the like. This participant observer study done at the University of Kansas establishes quite clearly that grades within the academic community partake of many of the characteristics of money in the larger society, and to the extent that they result from the examination system, the study supports McKeachie's remarks. Grades, to the authors, are important because they are institutionalized and do serve as a technique for moving students through college and assigning a wide variety of collateral rewards and punishments to them. Hence, course work is pursued only with the goal of earning a grade. Relationships with faculty are determined by student attempts to understand the conditions for earning a grade; students' study habits are determined by the kind of grade students wish to obtain; student morale is affected by the current income in the form of grades; and the somewhat uneasy liaison between students and faculty seems to result from student awareness of just how capricious grades are.

In the concluding chapter the authors examine various halfway measures by which the invidious effects of the grading system might be eliminated, but reach the conclusion that such things as pass-fail and attenuating number of grading points are still only weak compromises. They suggest that complete abolition of the grading system is probably the only reasonable course of action. "Far better to experiment boldly with total abolition, spending our energies not in patching up an old and unworkable system, but in devising ways of meeting the unforeseen problems that any new system will produce."

The value of the book lies not in establishing the significance of grades but rather in indicating the pervasive effects of grades in a variety of facets of collegiate life, and in forcing faculty members to face a stark analysis of just how students do perceive grades, the curriculum, teaching, and the other paraphernalia of college life. Not that too many professors will read this book. The first forty or fifty pages move much too slowly in an attempt to establish a theoretical framework which would satisfy the authors' sociological colleagues. One almost wishes that the book could have been divided in half, with the last half first and the first half second.

Ronald L. Flaugher *et al* have compiled *Credit for Examination for College Level Studies: An Annotated Bibliography,* New York, College Entrance Examination Board, 1968. As the College Entrance Examination Board began to develop a system of college level exams which could improve the transition from one level of college to another, it conducted an exhaustive study of the literature about granting academic credit through examinations. This bibliography is the published version of that effort. It is reasonably complete; the items are adequately annotated; indeed, the document could be read straight through; and if this were done, one would have a reasonable picture of the state of the art. The College Entrance Examination Board is doing important dissemination work and this bibliography is an excellent addition to the Board's output.

Public Policy

As higher education moves into a more and more central position in the life of the nation, it is reasonable to expect more discussions of how public policy impinges on education and how education can shape public policy. Several of the books comprising this category are of exceptional quality and, one can hope, a prelude to further analyses. One general criticism—since the writers are chiefly from the academy or are closely related to it, they may not be as objective as would be desired. Somehow what is required is a writer trained in the methods of scholarship, but living apart from university life.

Harry A. Marmion has written *Selective Service: Conflict and Compromise,* New York, John Wiley & Sons, Inc., 1968. In it he describes something of the history of Selective Service and assesses the various examples of it from the Civil War through World War I, World War II, to the present. He finds that the capricious way Selective Service currently operates leaves much to be desired. He finds that General Hershey has had a tremendous and frequently dilatorious influence on legislation and believes that major reforms must be made. However, he rejects completely the idea of a voluntary military establishment, and comes out in favor of a draft which is based on a no-deferment random technique of selection. He correctly points out that the educational establishment was slow and ineffective in responding to recent changes of the draft law, and that no one really knows, as of this writing, what the net impact of the new law will be on graduate enrollments. The book is well written, the documentation impressive, and the insights penetrating.

Daniel S. Greenberg, in *The Politics of Pure Science,* New York, the New American Library, 1968 ($7.95), gives a fascinating journalistic account of how the American scientific community has emerged as one of the few major forces in American intellectual life. Generally the thesis is that until World War II science was starved and terribly frightened of any connection with government. It was the series of achievements during World War II, including the atomic bomb, radar, and the proximity fuse, which indicated both to science and to government that there was a common area of interest.

The author is honest enough to suggest that the payoff from pure research is hard to demonstrate and that since the exploits of World War II the gains have not been dramatic. He also is able to describe objectively the ethos of the scientific community. But he is probably oversold on the system of checks and balances which the scientific community uses to establish truth. And he is too supportive of the need to reject dissent on the part of the scientists. He sounds too much like the author of the *Caine Mutiny,* who felt the ship should have been destroyed rather than destroy established authority.

But the evidence the author presents really is more impressive than his own point of view. It is good to have this documentation for a major strand of recent intellectual history.

Edward Shils has edited *Criteria for Scientific Development: Public Policy and National Goals,* Cambridge, the MIT Press, 1968 ($8.95). Through a series of essays originally published in *Minerva,* the editor attempts to point out the essential unity of science and the various options by which a national or an international scientific policy can be developed. If the selection of essays indicates the editor's bias, he probably is in favor of a scientific policy which emphasizes the unique virtues of individual scientists, letting the evolving pattern of science come from their efforts rather than from an abstract map of the scientific domain which would indicate needed areas of discovery.

The majority of the essayists seem to endorse the party line that pure science, not required to set pragmatic goals, is in the long run more productive than science which seeks to solve practical problems. It should be pointed out, however, that with the exception of several dramatic breakthroughs in and about World War II, the payoff from pure science hasn't really been that good, and there is the counterargument that many of the pure science breakthroughs have stemmed directly from a concern with quite practical engineering problems. Since we must continue to live with science, it is good that we have this collection of ruminations of some of them to help us interpret the breed.

Harold Orlons has edited *Science Policy and the University,* Washington, the Brookings Institution, 1968, ($7.50). The book consists of a series of papers developed for the Brookings Institution by, for the most part, Washington-based officials concerned with science programs and science policy. In it many vexing issues are explored, although one has a feeling from a somewhat limited point of view. The fact that federal funds are available for academic research was accepted as axiomatic throughout the essays but whether or not these funds should be spread widely among types of institutions or concentrated in the most productive institutions remained moot. There seemed to be an underlying support for placing research projects in a limited number of institutions.

What fields should be supported and what criteria should be used and by whom in deciding on research grants also sparked discussion and disagreement. An underlying feeling seemed to be that institutional proposals for research were not nearly as imaginative as they could be, and that this stemmed from a belief that research proposals should coincide with whatever was the conventional wisdom in Washington at the time. However, it was frequently pointed out that sponsored research really should seek to get at problems of major public importance. Hence, Washington agencies should, within limits, indicate what it is they want from research. A major theme in the discussion was that ultimately Congress is called upon to provide the financial base for research, that generally it has been quite willing to support research, but that the academic community has a responsibility, not always met, to inform Congress better on the likely directions new research should take.

A particularly engaging part of the book goes into the little-explored area of ethics and the research-oriented universities. The present research

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climate allows for conflict of interest to arise quite accidentally. Institutions have been reluctant to establish policy for the conduct for professors. Yet the need for some monitoring of activities has begun to emerge.

The book is one more of a spate of books which have appeared in 1967-68 exploring the problems of the scientific community. Its strengths are well-reasoned arguments by concerned people. The weakness throughout the papers seems to be an excessive preoccupation with the research mission of the university and insufficient attention on how to balance the research mission with the missions of teaching, service, and perhaps criticism. The papers are remarkably free of governmental jargon.

McGeorge Bundy has written *The Strength of Government,* Cambridge, Harvard University Press, 1968, ($3.75). In these three Godkin Lectures, Mr. Bundy attempts to show that while the American policy is today the best and strongest there is, it still requires much greater strength assigned to government, particularly the executive branch, than has been true in the past. He cites a number of examples where he believes the lack of power in the executive branch has resulted in governmental failure. While currently it seems popular to talk of the increased power of the federal government, he argues that this has just not happened, at least at the rates commonly talked of. Since he was speaking at Harvard, he addressed his last essay to university students, and urges them first of all to think through some of the theoretical problems of government, then to prepare themselves for government by learning in great detail whatever field they choose. He urges that larger numbers of the young should properly involve themselves in government as a life career.

The book is a little more redundant than what McGeorge Bundy usually produces. The author says: "I have now made my first point to my own satisfaction, and while you may think I have indulged in overkill, in a way I am struck by my restraint." This reader at least was not so struck.

Michael Keeling has written *Morals in a Free Society,* New York, Seabury Press, 1967 ($3.50), and attempts to establish some reasonable bases for moral behavior. The author points out the sources of Christian moral judgment as being reason and belief, the Bible (particularly the Old Testament), the collective mind of the church, presumed natural law, and conscience. But in contemporary society these bases are perhaps inadequate to persuade individuals to adopt appropriate moral standards for themselves. Increasingly it seems possible to go to some of the newer extensions of research in the behavioral sciences to find reinforcement for the older more theocentric foundations.

In order to test the hypothesis that biblical, church-inspired bases and behavioral-science bases can be used in arriving at moral judgments, the author applies them to issues in the criminal law, the right to life, the regard of men, women, and children for each other, the economic nature of man, and the implications of an unequal society. Generally the case material is persuasive but one would have liked more elaboration in the treatment, including perhaps a more comprehensive synthesis of appropriate scientific conclusions having moral implications. One also has the feeling that when all is said and done the author is still more sanguine about the love of God being the firmest foundation rather than love of God assisted by science.

I. B. Berkson has written *Ethics, Politics, and Education,* Eugene, University of Oregon Books, 1968 ($7.50), as an attempt to establish a systematic philosophy of education. He premises that ethics and morality cannot be established, even through science. Rather, they derive from the history and collective memory of a society. He then attempts to show the relevant strands of memory in Western civilization which must condition thinking about contemporary ethical and educational issues. In doing to, he takes interesting stands on a number of issues. The principles and methods of the physical sciences cannot and should not be applied to all fields, especially the behavioral sciences in which a preoccupation with quantification can serve only to distort a vision of reality. Throughout the Western tradition is the belief that the cosmos is governed by moral and rational principle and this tradition is reflected equally in the liberal and communistic persuasions. The United States, in its universal fear of communism, is inconsistent with its past and hurts its own future. While some elements of Dewey's philosophy are open to serious question—for example, his faith in reason alone—the general tenets are still applicable and have never been seriously challenged. Rather, attacks have centered on a few uncharacteristic applications of Dewey's ideas. Regardless of the teaching of formal religion, the purpose of human life cannot be found outside of the sphere of man's life. Human ends must be determined by man who is ultimately the measure of all things. And they must be determined by the three aspects of man's character—biological, social, and ideal.

When the author applies his approach to educational problems the result is good. He throws much light on such issues as the differences and similarities between general and liberal education. But when he extends his analysis to such things as racial equality, his conclusions sound hollow. Quite obviously politics and education are interrelated, but the book would have been better had it concentrated on education.

His defense of liberalism is impressive as is his critique of existentialism. But he doesn't show the way out from the existentialist gloom which has so caught youth. His command of educational literature is wide and deep. In total, the book represents a serious philosophic attempt which deserves attention.

History

Frank Bowles has put together a number of his papers and published them under the title, *The Refounding of the College Board, 1948-1963,* New York, College Entrance Examination Board, 1967. This book is a sheer delight, for it chronicles from one vantage point the changes not only in an individual's thinking but in the institution over which he presided during one of the most dynamic periods in American higher education.

The College Entrance Board, after 50 years of service to a relatively small number of private secondary schools and colleges, faced a post-World War II future in which a number of its major functions were reassigned to the newly created Educational Testing Service. There were those who felt that the College Board would simply atrophy and in the course of time disappear. However, largely through the leadership of Frank Bowles, the Board set new objectives and new programs, and enlarged its membership and scope of activities. Thus the Board shifted from being a restrictive agent in the flow of students into higher education to an agent designed to improve access to higher education. It helped sponsor the basic research on which advanced placement testing was later developed. It became concerned with more equitable allocation of student financial aid. And it early recognized the problems of numbers, and helped its institutions prepare for numbers of a magnitude undreamed of before.

Bowles reveals himself to have been remarkably foresighted, and he also reveals a human ability to say when he thinks a speech was good and when it wasn't. There is a remarkable continuity to the papers, for the editor conscientiously fitted portions together so that a coherent story could be told. As primary material for the history of higher education in the two decades following World War II, this is of great value. As a testimony to one man, it is of even greater significance.

The summer 1968 issue of *Daedalus* is subtitled *Philosophers and Kings: Studies in Leadership.* It brings together a number of essays illustrating methodological concerns in interpreting the essentials of leaders and leadership. It suggests by these examples the true power of interdisciplinary effort if thoughtful men are provided the opportunity to demonstrate. The subject of each of the chapters, dealing as they do with individual leaders, is likely to be of more casual interest than the elucidation of methodology. It does suggest several approaches which might with propriety be used in understanding the presently perplexed leadership roles of presidents of colleges and universities.

In *Crises in California Higher Education,* Los Angeles, Ward Ritchie Press, 1968 ($7.95), **Arthur G. Coons** has written a needed chronicle of one of the nation's major educational experiments, the California Master Plan of Higher Education. The book properly shows how the system of a state university, state colleges, and junior colleges, codified into law, rests on long traditions. It also suggests how education in California had been challenged by the political arm to come up with an educational plan or let the legislature do so. The fastest growing state in the union had to have some order if the state were to support higher education at the level its new frontiersmen wanted.

President Coons writes well and the factual parts of his book seem accurate. The volume gathers in one package material which otherwise might have been lost—mimeographed reports and reports of telephone conversations are fugitive in character.

The chief flaw in the book, and it is a serious one, is that the author has such an emotional involvement in the California Master Plan that he can see no faults in it as it was originally presented. Thus, failures in the California system he attributes to short-sighted failures of the legislatures or educators to adopt provisions he had recommended. Any one reading the book for scholarly purposes ought also to read critiques of the Master Plan as well. There is, for example, the point of view that the Master Plan simply codified and made rigid the existing system of higher education—good as well as bad features. Also, since he did attempt to show the relationship between the traits of members of his committee and provisions of the Master Plan, he really should have pointed out that as humans, some members did exhibit on occasion short-sightedness or concern for vested interest.

John B. Brubacher and **Willis Rudy** have revised and updated their *Higher Education in Transition,* New York, Harper & Row, 1968 ($12.00). This version of the by now well-used and well-known history has been expanded primarily by giving more space to relatively recent developments than was true in the earlier volume. This seems basically to have been a desirable thing, although it does give the reader a hurried feeling as he seeks to comprehend the historical antecedents of much that is happening. The historical scholarship is generally sound and interpretations consistent with other informed opinion. The book is reasonably well-written. However, the lack of a clear-cut thesis of historical interpretation forces the book to be a little less exciting than it might have been. This book clearly should serve the need for a comprehensive historical overview, for at least another decade or so.

Kermit Carlyle Parsons has prepared *The Cornell Campus: A History of Its Planning and Development,* Ithaca, Cornell University Press, 1968. This attractively illustrated and attractively written book attempts to show how the Cornell University campus attained its spectacular beauty and how the architectural decisions reflected not only basic feelings and motivations of the founders but of those who came later and assimilated the essential spirit of the university. Much of the original thinking about the Cornell campus was done by Ezra Cornell himself, who left his own impact not only in the site selected for the University but the general style of buildings to be created. His vision was clearly shared by Andrew Dickenson White and the two men worked well in bringing their dreams to reality.

The book is something more, however, than architectural history. It is a testament to the foresight of the founders of the university and is quite good institutional history as well. Illustrative of the sorts of concerns Andrew Dickenson White had is a short paragraph from a long letter he wrote to

Governor and Mrs. Stanford concerning the developing institution in Palo Alto. In urging the Stanfords to make provisions for adequate faculty housing he said, "An increased additional outlay of which the interest is a very small sum represents frequently the difference between a house in which a professor's wife can live comfortably and contentedly and one in which she cannot. The want of a few small conveniences which make housekeeping comparatively easy may make a valuable professor's household unhappy and lead him to accept the call elsewhere which he would otherwise decline." The book is clearly a labor of love for which the literature is considerably richer.

Winton U. Solberg has written *The University of Illinois 1867-1894,* Urbana, University of Illinois Press, 1968 ($12.50). The book was originally intended to be a brief history of the University from its founding to 1967, its centennial year. However, as the author delved into the subject he elected to make a more elaborate treatment, hence in this first volume covered only the first twenty-seven years, much of which was consumed by the administration of the first president, Gregory. As institutional histories go, this one is of remarkably high order and for the most part avoids the weakness of institutional histories of being nothing more than descriptive statements about a great many people who did things of interest primarily to antiquarians.

The author gives reasonable credit to the college Land-Grant Act in providing the stimulus for creating an industrial university, for Illinois had been remarkably recalcitrant in public support of education until that time. He feels that perhaps Jonathan Turner's contribution to the thinking about the land-grant notion has been overemphasized but is quite willing to assign him considerable credit for implementing a land-grant institution in Illinois. Existing folkways have it that Urbana really wanted a state insane asylum but took a university as second best. The author explodes this notion and shows that there was considerable competition and rivalry among a number of Illinois towns as to which one would receive the university. Towns actually floated bond issues to provide financial support for the university if it were properly located.

Forming a large part of the solid foundation on which the University of Illinois was subsequently built was its first president or regent, John Milton Gregory, who came to the position after having attained considerable stature as an educator in Michigan. Gregory properly sensed that there were two highly conflicting notions as to what the university should be. On the one hand the egalitarians wanted the institution truly to cater to the mechanic and industrial classes and to offer a variety of trades courses. Then, there were the traditionalists who wanted the university to pattern itself after the 19th century American college with a prescribed and humanistic curriculum. Gregory himself stemmed from the liberal arts tradition and did want the university to be intellectually solid but he was able to steer a course between these two forces.

Although the Land-Grant Act stressed agriculture and Illinois was a major agricultural state, nonetheless agriculture got a much slower start than did engineering and for several years programs in agriculture were not at all well attended. However, Gregory, by a judicious selection of personnel, finally did get the School of Agriculture going and it became, even before Gregory's retirement, an important force in the state. Related to agriculture was the development of home economics at the university under the leadership of Gregory's wife. This development became almost a model for other universities to follow.

The founding years saw the full range of problems plaguing new institutions—fires, finances, faculty rivalries, political rivalries within the state—and a few others not so frequently encountered. For example, there was a point of view that the university should be basically a military school and at one time it appeared as though military discipline was to become the prevailing style. By the end of the Gregorian period the university was well established in the state, had subdivided into its principal administrative components which still exist, and had begun to produce the needed scientists, doctors, and technical workers which the state needed.

Not so insightfully done is the biography of John Milton Gregory. **Harry A. Kersey, Jr.**, has written *John Milton Gregory and the University of Illinois*, Urbana, University of Illinois Press, 1968. This again is part of the centennial celebration. The book does stress the essential chronological events in Gregory's life and there is some attempt to relate Gregory's educational ideas to educational notions gaining currency in the nation in the nineteenth century. But a view of Gregory as a man just doesn't come through this work. A strong plus, however, is that the author has reasonably well documented the fact that Gregory really was a formative influence in American higher education, and demonstrated that such things as a combination of liberal and technical studies could be effected, that a free elective system could work, that women could be provided an education designed for them and that an institution could be of broad service to the state. The scholarship appears appropriate. The big fault of the book is that it should have been entitled "The University of Illinois Under the Presidency of Gregory" rather than focusing on the man, for the man doesn't really appear.

Arthur Ernest Morgan: Observations, Yellow Springs, the Antioch Press, 1968, is a collection of brief aphorisms, parables and remarks made by Arthur Morgan over his long career as engineer, educator, and public administrator. They were compiled by **Vivian H. Bresnehen** and should become a rich vein of quotes for future speech writers concerned with society, ethics, values, and education. The book is not intended to be read straight through or even in very large segments; fifteen or twenty minutes at a time will generally provide enough stimulus for the reader to elaborate productively some of Morgan's fertile ideas. Since there is no continuity or theme, the book can't be described, but a few quotes selected from the long section on education can reveal his thinking:

"It is the business of the university not only to analyze and appraise. It must stimulate a creative desire for increase of significance." That was in 1932 and in the same year: "College is a place where we should come to realize the origins of our convictions, our desires, our aims and hopes, and where we examine and appraise them and bring them more and more into harmony with the nature of things and with the possibilities of life." And earlier, in 1927, he anticipated much of contemporary thinking with the remark: "The emotions need education as well as the intelligence. The best conduct of life is that in which high intelligence directs strong emotions and in which strong emotion serves high intelligence." And again, "In higher education it has been good form to know but bad form to care. Higher Education has neglected the education of its emotions. Knowing and caring are coordinate virtues. Neither is fully effective without the other. Caring will not mature without teaching anymore than will knowing." "Sound engineering education is truly cultural but it alone does not provide a cultural education." "By and large the universities have not by intention greatly disturbed the manner of life in which they found themselves."

Guides and Reference Works

Each year, the guides and reference works become better and more sophisticated, and this year is no exception.

Such a generalization, however, should be taken with a grain of salt in the case of **Joyce Slayton Mitchell's** *The Guide to College Life,* Englewood Cliffs, Prentice-Hall, Inc., 1968. The book lists institutions alphabetically with rather sparse indications of institutional size, regulations, and the like. The information seems reasonably accurate but in a less usable form than is true of the other guides.

Guide to American Graduate Schools, by **Herbert B. Livesey** and **Gene A. Robbins,** New York, Viking Press, 1967 ($3.95 paper), contains several brief chapters of generalization about graduate education followed by profiles of individual institutions. The profiles list founding dates, type of control, tuition, admissions standards, and the fields in which graduate work is offered. Generally the information seems current and is presented in an easy-to-use form. The authors fortunately avoided the hyperbole of one recent reference work on types of institutions. It compares favorably with the Cass-Bernbaum *Guide to American Colleges and Universities.*

Lovejoy's College Guide (10th edition), by **Clarence E. Lovejoy,** New York, Simon and Schuster, 1968 ($6.50), continues to be a generally accurate cataloging of most of the nation's institutions of higher education and an indication of where certain specialized programs, such as ROTC, or specialized services, such as the College Scholarship Service, are available. Descriptions of individual institutions, classified by states and listed alphabetically, are reasonably up-to-date, although a time-lag of one to two years is true for some of them. The information contained in several of the introductory chapters, designed as guidance chapters, give reason for a little bit of skepticism. Thus the enrollment data in Chapter I are obsolete as are the generalizations concerning the increased difficulty of entering colleges. The information about costs may also be running just a little bit behind the times, though the general order of magnitude is not too misleading. This section on the process of admission seems quite helpful, especially in the lists of entrance examinations required and the closing dates for admissions. Lovejoy's *Guide* and the earlier-cited Cass-Birnbaum should really be all a prospective student needs in arriving at an initial pool of institutions he might consider.

Richard C. Richardson, Jr., and **Clyde E. Blocker** have prepared a *Students' Guide to the Two-Year College,* Englewood Cliffs, Prentice-Hall, Inc., 1968 ($2.50). In it the authors attempt to describe what a two-year college is, for what sorts of students it is intended, how the prospective student can reach a decision on whether or not to attend, and the steps necessary to succeed. Generally, the factual information about two-year colleges seems sound and the description of collegiate resources unmercifully accurate. The authors may, from time to time, be overly optimistic about the utility of such resources as counseling and placement service; but, by and large, their descriptions do avoid hyperbole.

In an effort to reach the high school senior, the authors appear to be talking down to students; but a closer examination of their prose suggests that they still use a good bit of professional jargon. Perhaps asking some high school seniors to rewrite parts in the idiom of a high school senior might have eliminated this weakness.

In a relatively short compass the authors have treated most matters the junior college student will encounter. One just wishes there was available evidence as to actually how useful such compendia really are, and one can also wonder whether a four-page description of the issues involved in courtship and marriage can really be of much use to anyone as a general assessment. If such books are of value, this one appears better than most.

James Cass and **Max Birnbaum** have reissued their *Comparative Guide to American Colleges, 1968-1969,* New York, Harper & Row, 1968 ($10.00). They have organized colleges alphabetically and describe each institution in considerable detail, including vital statistics and some notion as to the intellectual climate of the institution. One doesn't know how the editors discovered some of the traits they describe, but their observations for the most part conform to those of this reviewer who has seen a fair number of the institutions listed. In the earlier volume, Cass and Birnbaum struck a new chord with their candid reports and evaluations of institutions, and they continue in this revision to set high standards which one could wish other catalogers would follow. The text is readable and the print clear and visible. It is simply an excellent job.

Otis A. Singletary and **Jane P. Newman** have edited the tenth edition of *American Universities and Colleges,* Washington, American Council on Education, 1968. After providing some background generalizations about the nature of American higher education, its evolution, structure, and size, the directory moves into a state-by-state description of 1,291 educational institutions. The descriptions seem apt and precise and the volume lives up to the high standards which earlier editions have set. In producing such a work, the Council is achieving the goals set for it during its formative years.

A Little of This, a Little of That

Alvin C. Eurich has edited *Campus 1980: The Shape of the Future in American Higher Education,* New York, Delacorte Press, 1968, ($6.95). Eurich, using some previous essays and some new ones especially written for this book, attempts to bring to the professional audience an overview of where higher education seems to be going, as witnessed by a number of long-time professional students of the subject. Thus, John Gardner, Logan Wilson, David Riesman, Nevitt Sanford, Allan Cartter, and Clark Kerr are among the contributors. All of them seem to assume that there will be enormous expansion of higher education between now and 1980, with perhaps as many as twelve million students being enrolled at that time.

In one way or another, most of the essayists are responsive to several challenges or imperatives which John Gardner outlines in the initial chapter. He says that the status of teaching must be restored; there must be a reform of the undergraduate curriculum; institutional planning must be improved; the college calendar must be revisited; the small liberal arts college must be restored to the mainstream; continuing education must receive more attention; the service function of universities must be reassessed so that colleges and universities can make contributions to the urban condition as did the land-grant college to the agricultural condition a century earlier; and, lastly, he believes that colleges themselves must be reorganized in order to rekindle a sense of community. Given Gardner's imperatives and the assumptions regarding the future which Sidney Ticton presents—i.e., almost universal higher education, radical increases in the enrollment in two-year colleges, major increases in adult enrollment, radical shift in balance between the public and the private sector, and the development of statewide coordination—the framework for subsequent essays is well provided.

Perhaps the most serious fault of most of the essays is that they are a blend of extrapolation and exhortation. The writers all have pronounced points of view and are, for the most part, classifiable as reformers; and their reforming ideas are pleaded with considerable intensity. Thus it is somewhat difficult to determine whether a given point is hope or an expected development. Seaway Carpenter clearly indicates the potentialities of adapting technological materials to education, but one does not really know whether he is predicting that these things will be used or not. This book, together with the Daedalus Library Volume II, edited by Daniel Bell, entitled *Toward the Year 2000: Work in Progress,* provides a sober working library for one seeking to peer into the immediate future. Planners at least should be aware of the substance of these two volumes.

K. G. Collier has produced *New Dimensions in Higher Education,* New York, Humanities Press, 1968, ($3.00), which seems to codify conventional wisdom regarding a number of newly developed or newly refound techniques of education. Thus, the virtues of practical experience are stressed along with classroom activities; the possibilities of enriching education through audiovisual techniques is suggested; and techniques other than formal lectures are stressed. Very likely the book would be of greatest value to a beginning professor, for it suggests how assignments could elicit more precise student response, how teachers could go about treating the problem of values, and how healthier staff and student relations could be maintained. But for the experienced professional worker the book would probably sound either hollow, irrelevant, or superficial.

Richard I. Evans has prepared *B. F. Skinner: The Man and His Ideas,* New York, D. P. Dunn and Company, 1968 ($4.50). Professor Evans has videotaped conversations with a number of eminent psychologists, and he is now epitomizing those in a series of small books. This one allows B. F. Skinner to talk about his own work and the work of others, and in it he seeks to place himself in a personally satisfying perspective. The editing seems to have been done skillfully, for the image of Skinner comes through with almost frightening clarity. He is a man of strong convictions and with little sympathy for the psychological positions of others who might disagree with him. He generally is highly confident of his own abilities, indeed, believing that he could be outstanding in almost any activity in which he interested himself. He modestly has refrained from having created a center devoted to his own theories, but he quite clearly believes that these are part of the wave of the future. The general idea of the book seems sound and the editor should be encouraged to produce more of them.

C. Eric Lincoln has edited *Is Anybody Listening to Black America?* New York, Seabury Press, 1968 ($2.95 paper). This is a book of relatively short and some moderately long statements written, for the most part, one judges, by Negro spokesmen trying to interpret the plight of the Negro population, and how it is likely that the Negro population has at last reached a point of distrust regarding even the liberal elements of the white community. Sprinkled throughout are statements by advocates of black power and some of the newer more militant Negro leaders. As a compendium of current thinking, the book probably has some value, but as a consistent exposition of a major social phenomenon, it leaves a great deal to be desired. The editor tells us in advance that members of the white and black communities occupy different worlds and that they respond to each other through a haze of misunderstanding. However, the selections don't really dramatize this distinction as could other written pieces from the periodical or monographic literature. Several of the initial chapters in Kenneth Clark's *Dark Ghetto* tell the story much more dramatically. Nonetheless, Lincoln's book could serve an important purpose if it were used as a primer on the differences between black and white America.

Frank Riessman and **Hermine I. Popper** have edited *Up from Poverty: New Career Ladders For Non-Professionals,* New York, Harper & Row, 1968 ($7.95). In a series of relatively short essays (one has the feeling that some are almost extracts) the argument is advanced that the poor can be trained into new careers, can do work which is needed by society, can thereby regain their lost sense of self-respect, and can make once again a contribution to American life. Not only is the general theory advanced but specific details on how various vocations could be adapted as new careers for the poor are presented. The book probably should be on the bookshelf of every community college president in the nation, and it wouldn't hurt if a number of liberal arts college presidents read it to see how their institutions could get into this important act.

August Kerber has prepared *Quotable Quotes on Education,* Detroit. Wayne State University Press, 1968. The author has culled a good bit of classical and contemporary literature for short quotes concerning such things as education, books, learning, scholarship, teachers, the curriculum, parent-child relationships, and colleges and universities, and presents them ready-made for the assistant to the president who must prepare the head man's next speech.

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